

PRIMARY SOCIAL STUDIES

SYLLABUS

Class Four

MINISTRY OF EDUCATION & HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

The Social Studies Curriculum focuses on the study of man, his interpersonal relationships and his interactions with the cultural, physical and social environment. It also deals with his origins, historical development and systems of government. It selects relevant concepts and skills from a variety of disciplines. Social Studies brings a unique way of Organizing content to enable the child to construct meaning of his social, cultural and physical world and so permits the adoption of a child-centered approach to teaching and learning. This curriculum provides an excellent forum for the infusion of values education and social and emotional learning. Every effort must be made to help students to be aware of and to accept and develop values such as tolerance, respect, honesty, cooperation and empathy.

The adoption of an integrated approach to the curriculum enables students to see a „wholeness“ about their learning in the classroom. A variety of strategies should be used to provide self-directed, integrated learning experiences. This syllabus provides a framework for the development of citizenship education through which students can make meaningful contributions to their community, the region and the world.

GENERAL OBJECTIVES

- ❑ To develop good citizens
- ❑ To develop an appreciation for our culture and national heritage
- ❑ To enable students to develop good interpersonal skills
- ❑ To inculcate attitudes and habits which enable students to conserve and preserve natural resources.
- ❑ To engender a spirit of cooperation and unity among our students.

FORMAT OF THE SYLLABUS

The Social Studies Curriculum is divided into a Scope and Sequence, Attainment Targets and a detailed syllabus outline. In the Scope and Sequence and Attainment Targets when a concept/skill is first introduced it is indicated by a ■. A ✓ indicates in which future class/classes the concept/skill has to be developed and maintained.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level. The Attainment Targets indicate the skills and competencies, which each student should be able to achieve by the end of each academic year. The Specific Objectives are clearly outlined and indicate what each student should be able to achieve at the end of this level.

The Suggested Activities are designed to facilitate the development of social and emotional learning skills, decision-making skills and critical and creative thinking. They foster cooperative and collaborative learning in the classroom, while consolidating instructions and developing desired skills. These activities are intended only as a guide to teachers and are not meant to be prescriptive nor restrictive.

Since assessment is an essential part of any educational programme, an Assessment section with examples is included for each topic.

KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life	HFLE	History	HI
Home Economics	HE	Industrial Arts	IA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social/Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

SCOPE AND SEQUENCE

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
1.0 THE FAMILY				
1.1 The individual	■			
1.2 Definition of the term "family"	■			
1.3 Types of families	■			
1.4 Roles and relationships of family members	■			
1.5 Challenges which families face	■			
1.6 Social agencies that assist families	■			
2.0 THE NEIGHBOURHOOD				
2.1 Definition of the term "neighbourhood"	■			
2.2 Places, people and activities in the school's neighbourhood.	■			
2.3 The need for community - spiritedness	■			

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
3.0 COMMUNICATION				
3.1 Definition of the term 'communication'.	■			
3.2 Methods of communication past and present.	■			
3.3 Communication centres in Barbados.	■			
3.4 The importance of communication.	■			
4.0 TRANSPORTATION				
4.1 Definition of the term 'transportation'	■			
4.2 Methods of transporting people - past and present	■			
4.3 Methods of transporting goods - past and present	■			
4.4 Transportation centres in Barbados.	■			
4.5 The importance of transportation	■			

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
5.0 AN INTRODUCTION TO BARBADOS				
5.1 The shape and location of Barbados	■	✓		
5.2 Location of parishes, towns and places of interest	■	✓		
5.3 A description of the physical landscape		■	✓	
5.4 An introduction to the climate of Barbados	■	✓	✓	✓
5.5 Hurricane preparedness at the individual, family and community levels.	■	✓	✓	✓
6.0 NATIONHOOD				
6.1 Definition of the term ' independence'.	■	✓	✓	✓
6.2 Symbols of independence.	■	✓	✓	✓
6.3 Nation builders who chartered the course for independence.	■	✓	✓	✓
6.4 The importance of independence and patriotism	■	✓	✓	✓
6.5 Benefits and challenges of independence.			■	✓
6.6 Our system of government			■	✓
6.7 The importance of rules and laws to the country.	■	✓	✓	✓
6.8 Rights and responsibilities of the child in the nation-building process.	■	✓	✓	✓

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
7.0 UTILITY SERVICES				
7.1 Definition of the term "utility service"		■		
7.2 Identification of utility services in Barbados		■		
7.3 Water - the main source		■		
7.4 Transportation of water to our homes		■		
7.5 Rights and responsibilities of the consumer and service provider		■		
7.6 Conservation and preservation of our water supply		■		
8.0 NATURAL RESOURCES				
8.1 Definition of the term 'natural resources'		■		
8.2 Identification of natural resources in Barbados		■		
8.3 Definition of the terms 'renewable' and 'non-renewable' resources		■		
8.4 Classification of natural resources as renewable and non-renewable		■		
8.5 Conservation and preservation of our natural resources		■		

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
9.0 THE EARLIEST KNOWN INHABITANTS				
9.1 The Amerindians - origin, physical appearance, lifestyle and settlement		■		
9.2 The earliest Europeans who came to Barbados		■		
9.3. The account of the early English settlement		■		
9.4 The arrival of the Africans		■		
9.5 Africa - a vast and varied continent			■	✓
9.6 African contribution to Barbados and the world		■	✓	✓
10.0 AGRICULTURE IN BARBADOS				
10.1 Identification of crops grown		■		
10.2 The sugar industry - a description of the cane plant		■		
10.3 Cultivation of sugar cane		■		
10.4 Harvesting of sugar cane		■		
10.5 Processing of sugar cane		■		
10.6 Definition of the term 'agro-industries'			■	
10.7 Identification of agro-industries in Barbados			■	

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
10.8 Characteristics of small and large farms			■	
10.9 Problems associated with agriculture		■	✓	
10.10 Benefits of agriculture to the country		■	✓	
11.0 TOURISM IN BARBADOS				
11.1 Definition of the term 'tourist'			■	
11.2 Reasons why tourists come to Barbados			■	
11.3 Main countries from which tourists come			■	
11.4 Types of accommodation			■	
11.5 The influence of tourism on culture			■	
11.6 Problems associated with tourism			■	
11.7 Benefits of tourism to the country			■	

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
12.0 OUR REGIONAL NEIGHBOURS				
12.1 Location of the Caribbean region			■	
12.2 Island groupings and capitals			■	
12.3 Limestone and volcanic islands			■	
12.4 People of the Caribbean region and their origins			■	
12.5 Natural resources of the Caribbean region			■	
12.6 Classification and use of natural resources			■	
12.7 Conservation and preservation of the region's natural resources			■	
12.8 Regional organizations - CARICOM, CSME, OECS			■	✓
13.0 OUR CULTURE				
13.1 Definition of the term 'culture'			■	✓
13.2 Aspects of our culture			■	✓
13.3 Cultural diversity - religious and other festivals			■	✓
13.4 Origins of major ethnic groups and retentions of their culture			■	✓
13.5 Preserving our history and cultural legacy			■	✓

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
14.0 FISHING IN BARBADOS				
14.1 Types of fish caught				■
14.2 Methods of fishing and types of boats used				■
14.3 Fishing ports and villages				■
14.4 Conserving fish and other marine life around Barbados				■
14.5 Cultural celebrations associated with fishing				■
14.6 Challenges associated with the fishing industry				■
14.7 The role of the Barbados Coast Guard				■
14.8 The importance of fishing to Barbados				■
15.0 THE EARTH AND MAJOR PHYSICAL FEATURES				
15.1 The composition of the earth				■
15.2 Major physical features of the world				■
15.3 The influence of major physical features on man's activities				■

- **Begin teaching the concept/skill/fact**
- ✓ **Maintain and develop concept/skill/fact**

	CLASS			
	1	2	3	4
15.4 Lines of latitude and longitude				■
15.5 Earth movements – rotation and revolution				■
16.0 TRADING WITH THE WORLD				
16.1 Goods and services which we export and import				■
16.2 Countries with which we trade				■
16.3 Trading organizations - regional and international – CSME, OECS, WTO, EU				■
16.4 The importance of regional and international trade				■

EARLIEST KNOWN INHABITANTS

Pupils should be able to:

- ❑ Locate Africa on a map of the world;
- ❑ Locate on a map of Africa, countries from which African slaves were taken;
- ❑ Discuss the major climatic regions (tropical and temperate) of Africa;
- ❑ Research and present information on THREE West African leaders;
- ❑ Describe the cultural impact of Africa on our way of life.

OUR REGIONAL NEIGHBOURS

Pupils should be able to:

- ❑ List THREE regional organizations and state the main function of each.

OUR CULTURE

Pupils should be able to:

- ❑ Define the term “culture”;
- ❑ List at least FOUR aspects of our culture;
- ❑ Identify at least EIGHT festivals observed in Barbados;
- ❑ Classify these festivals as religious and non-religious;

- ❑ Identify THREE major ethnic groups found in Barbados;
- ❑ Discuss at least FOUR retentions of the THREE major ethnic groups referred to above;
- ❑ State at least THREE ways in which we can preserve our history and culture.
- ❑ Describe at least THREE ways in which Barbadians make a living from cultural and heritage activities.

FISHING IN BARBADOS

Pupils should be able to:

- ❑ List at least FIVE types of fish caught in our waters;
- ❑ Describe THREE methods of fishing and TWO types of boats used in our waters;
- ❑ Identify and locate THREE main fishing ports and TWO villages in Barbados;
- ❑ Suggest TWO ways in which fish stocks may be conserved;
- ❑ Briefly describe features of coral reefs around Barbados;
- ❑ Identify methods of protecting the coral reefs of Barbados;
- ❑ Discuss the importance of coral reefs to the costal environment of Barbados;
- ❑ Discuss THREE ways in which we celebrate our fishing industry;
- ❑ Discuss THREE challenges associated with the fishing industry;
- ❑ Explain the role of the Barbados Coast Guard in helping to protect the fishing industry;

- ❑ Suggest THREE ways in which the fishing industry is important to Barbados.

THE EARTH AND MAJOR PHYSICAL FEATURES

Pupils should be able to:

- ❑ Describe the shape of the earth and state its land/water composition;
- ❑ Describe selected major physical features of the earth e.g. mountains, valleys, plains, rivers and volcanoes;
- ❑ Explain how major physical features may influence man's activities;
- ❑ Define the terms latitude and longitude;
- ❑ Locate places on a map by using lines of latitude and longitude;
- ❑ Define the terms rotation and revolution;
- ❑ Discuss ONE result of rotation and revolution.

TRADING WITH THE WORLD

Pupils should be able to:

- Define the terms „goods“ and „services“;
- List some goods and services which we export and import;
- Identify and locate countries to which we export and from which we import goods and services;
- Name TWO regional and TWO international trading organizations;
- State TWO main functions of the regional and international trading organizations identified above;
- Discuss the importance of regional and international trade.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>THE EARLIEST KNOWN INHABITANTS</p> <p>Africa - a vast and varied continent</p>	<p>Pupils should be able to:</p> <p>Locate Africa on a map of the world.</p> <p>Locate on a map of Africa the countries from which African slaves were taken.</p> <p>Describe the major climatic regions of Africa</p>	<p>Locate Africa on a map of the world in relation to other continents and the equator. (G)</p> <p>Read teacher-prepared passages to identify West African countries from which slaves were taken. Locate the countries on a wall map of Africa. (G)</p> <p>Conduct research and discuss via video clip, pictures, documentaries on the following regions: equatorial – Congo/Gabon, Cameroon hot desert - Sahara tropical grass lands – Sahel region; also in Zambia and Ethiopia temperate lands – areas more than 23 ½°N & S of the equator (SEL/ G/H/IT/VA)</p>	<p>Shade the continent of Africa on an outline map of the world.</p> <p>Insert on an outline map of Africa, SIX countries from which slaves were taken.</p> <p>Name at least ONE African state located in each specific region. Create a poster to depict life in any ONE region. Oral presentations by groups on life in any ONE region.</p>	<p>The Heritage Library of African Peoples (Series)</p> <p>Map of Africa.</p> <p>Photographs documentaries</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>THE EARLIEST KNOWN INHABITANTS</p> <p>African contribution to Barbados and the world</p>	<p>Pupils should be able to:</p> <p>Research the lives of THREE West African leaders.</p> <p>Describe the cultural impact of Africa on our lives e.g. food, arts and craft, dress, music, language and religion.</p>	<p>Work in groups to research THREE West African leaders using the internet, library, resource persons. (HI/IT)</p> <p>Conduct a field trip to the Barbados Museum to view and discuss items in the African Gallery. (HI/SEL/VA)</p> <p>Lecture-discussion by resource persons to identify African retention in Barbados (HI/SEL/VA)</p> <p>Interview Africans living in Barbados to identify similarities inherent in African and Barbadians life-styles. (HI/SEL)</p>	<p>Write short biographies on the African leaders. Complete short answer questions on the same.</p> <p>Complete fact sheets on the cultural impact of Africa on our lives. Demonstrate the cultural impact through song, dance, drama, fashion, food and visual arts. Mount displays and exhibitions</p>	<p>The Heritage Library of African Peoples (Series)</p> <p>National Library Service</p> <p>Resource personnel – The National Cultural Foundation/Commission for Pan African Affairs.</p> <p>The Barbados Museum.</p> <p>Persons who lived in/visited Africa.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR REGIONAL NEIGHBOURS</p> <p>Regional organizations</p> <p>OUR CULTURE</p> <p>Definition of the term 'culture'</p>	<p>Pupils should be able to:</p> <p>List THREE regional organizations and state the main function of each one.</p> <p>Define the term „culture“</p>	<p>Research THREE regional organizations include the countries in which the headquarters are located, the functions and their leaders.</p> <p>Listen to the song „Culture“ by Anthony Carter (Mighty Gabby) and brainstorm to arrive at a definition on „culture“ (SEL/MU/IT)</p>	<p>List THREE regional organizations of the Caribbean and at least ONE function of each.</p> <p>Present oral definitions of „culture“ Create posters to advertise local culture.</p>	<p>http://csmeonline.org</p> <p>http://www.oecs.org</p> <p>Tapes, CDs and DVD which capture aspects of our culture.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR CULTURE</p> <p>Aspects of our culture</p>	<p>Pupils should be able to:</p> <p>List at least FOUR aspects of our culture</p>	<p>Conduct interviews with persons of varying nationalities to observe modes of speech. Listen to a CD on Caribbean music of varying genres. Conduct research on various methods of preparing local dishes.</p> <p>Conduct a „walkabout“ in the school neighbourhood and observe the evolution of architecture over time. (IT/VA/HI/SEL)</p>	<p>Create individual scrap books which depict FOUR aspects of culture.</p>	<p>Resource personnel from NCF.</p> <p>Barbadian Dialect - F. Collymore.</p> <p>The Media Resource Department of the Ministry of Education.</p> <p>http://www.barbados.org</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>OUR CULTURE</p> <p>Cultural diversity - religious and other festivals</p> <p>Origins of major ethnic groups and retentions of their culture</p>	<p>Pupils should be able to:</p> <p>Identify at least EIGHT festivals observed in Barbados</p> <p>Identify THREE major ethnic groups found in Barbados</p> <p>Discuss at least FOUR retentions of the THREE ethnic groups studied</p>	<p>View and discuss brochures/ pictures/ video clips/ news paper clippings of activities which depict a variety of festivals celebrated in Barbados (IT/VA HI/SEL)</p> <p>View pictures/video clips to identify THREE major ethnic groups found in Barbados. (IT/VA/SEL/HI)</p> <p>Conduct group research/ Use resource personnel to discuss retentions of the THREE ethnic groups. (SEL/ HI)</p>	<p>Classify festivals as „religious“ and „other“ and state the months during which they are celebrated.</p> <p>Write sentences to identify distinguishing characteristics of THREE major ethnic groups in Barbados.</p> <p>Write a summary to identify at least FOUR retentions of each ethnic group.</p>	<p>It happened in Barbados - Addinton Forde.</p> <p>The Barbados Museum</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Preserving our history and cultural legacy</p>	<p>Pupils should be able to:</p> <p>State at least THREE ways in which we can preserve our history and culture.</p> <p>Describe at least THREE ways in which Barbadians make a living from cultural and heritage activities.</p>	<p>Use storytelling activities to highlight ways in which we can preserve our history and culture. Read a teacher-prepared passage which highlights the historical evolution of chattel houses. (D/LA/ HI/SEL/IT)</p> <p>Study photographs which portray a variety of cultural and heritage activities in Barbados. Use the photographs to engage students in a class discussion on ways in which Barbadians make a living. (VA/LA/SEL/BS)</p>	<p>Role play scenarios that depict ways in which we can preserve our history and culture.</p> <p>Devise a simple plan to raise funds through art and craft. Include materials needed, time allocated to make the items and approximate cost of items for sale.</p>	<p>Tanti at the Oval- Paul Keens-Douglas</p> <p>Vibert String Bank- Paul Keens-Douglas</p> <p>http://www.tranz.com</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>FISHING IN BARBADOS</p> <p>Types of fish caught</p> <p>Methods of fishing and types of boats used</p> <p>Fishing ports and villages</p>	<p>Pupils should be able to:</p> <p>List at least FIVE types of fish caught in our waters.</p> <p>Describe THREE methods of fishing and TWO types of boats used in our waters.</p> <p>Identify and locate THREE main fishing ports and TWO villages in Barbados</p>	<p>View, sort and discuss photos of types of fish found in our waters. (VA)</p> <p>View and describe photos depicting various methods of fishing and types of boats used in our waters (VA/LA)</p> <p>Name and locate THREE main fishing ports and TWO villages on a wall map of Barbados (G)</p> <p>Name and describe fishing areas in your communities. (G)</p>	<p>Match photos with the correct names of fish.</p> <p>Label and describe briefly, the types of boats used in fishing. Write a summary describing TWO methods of fishing.</p> <p>Name and locate THREE main fishing ports and TWO villages on an individual map of Barbados. Create posters to depict a day in your fishing community.</p>	<p>The Fishing Industry of Barbados – GIS/Fisheries Division</p> <p>Fishing Gear in Barbados - Fisheries Division.</p> <p>Fishermen in the community.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>FISHING IN BARBADOS</p> <p>Conserving fish and other marine life around Barbados</p>	<p>Suggest TWO ways in which fish stocks may be conserved.</p> <p>Briefly describe features of coral reefs around Barbados.</p> <p>Identify methods of protecting the coral reefs of Barbados.</p> <p>Discuss the importance of coral reefs to the coastal environment of Barbados.</p>	<p>Discuss scenarios which illustrate methods of conserving fish stocks around Barbados. (LA/SEL)</p> <p>Study photographs /Conduct interviews to describe features of coral reefs around Barbados (G)</p> <p>Role play/discuss scenarios which show how our coral reefs may be damaged. (D/SEL/LA)</p> <p>Conduct library/internet research and discuss in groups, the importance of coral reefs to our coastal environment. (G/SC/SEL)</p>	<p>Create poems/jingles/ cartoons to encourage the conservation of fish stocks in Barbadian waters.</p> <p>Make oral presentations which describe coral reefs around Barbados.</p> <p>Class critique of scenarios to arrive at suggestions for protecting our coral reefs.</p> <p>Group presentations/write a summary to show THREE reasons why coral reefs are important.</p>	<p>The Fishing Industry in Barbados – GIS/Fisheries Division</p> <p>Fisher folk</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>FISHING IN BARBADOS</p> <p>Cultural celebrations associated with fishing</p> <p>Challenges associated with the fishing industry</p> <p>The role of the Barbados Coast Guard in the fishing industry.</p>	<p>Pupils should be able to :</p> <p>Discuss THREE ways in which we celebrate our fishing industry.</p> <p>Discuss THREE challenges associated with the fishing industry.</p> <p>Explain the role that the Barbados Coast Guard plays in the fishing industry.</p>	<p>Observe/participate in the Oistins Fish Festival. Discuss the experience. Present a pictorial essay of a fishing activity. Sing folk songs associated with fishing. (LA/SEL/VA/MU)</p> <p>Conduct interviews OR use teacher prepared resources/newspaper clippings to identify and discuss challenges associated with the fishing industry. (LA/SEL)</p> <p>View and discuss photos of Coast Guard activity in the fishing industry. Visit the Coast Guard Headquarters at Spring Garden and participate in a discussion on „the role of the Coast Guard in the fishing industry. (VA/SEL/LA)</p>	<p>Write a report on (a) The Oistins Fish Festival (b) A fishing activity. Write a paragraph on the importance of the „Friday Night in Oistins“ experience.</p> <p>Write a paragraph on ONE problem and include suggestions for improvement.</p> <p>Complete a fact sheet on the role of the Coast Guard in the fishing industry. Write individual reports on the role of the Coast Guard in the fishing industry.</p>	<p>Newspapers</p> <p>Fisher folk The Fisheries Division</p> <p>Coast Guard personnel</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>FISHING IN BARBADOS</p> <p>The importance of fishing to Barbados</p>	<p>Pupils should be able to:</p> <p>Suggest THREE ways in which the fishing industry is important to Barbados.</p>	<p>Role play to portray the importance of fishing to Barbados.</p> <p>Group discussions on „Life without fish in Barbados, who is affected? (D/SEL/LA)</p>	<p>Write summaries/reports on the importance of the fishing industry to Barbados. Include at least TWO benefits.</p> <p>Complete flow charts to portray the importance of fishing to Barbados.</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>THE EARTH AND MAJOR PHYSICAL FEATURES</p> <p>The shape and composition of the earth</p> <p>Major physical features of the earth</p>	<p>Pupils should be able to:</p> <p>Describe the shape of the earth and state its land/water composition.</p> <p>Identify and describe FIVE physical features of the earth. e.g. mountains, valleys, plains, rivers and volcanoes.</p>	<p>Use the globe and other models to describe the shape of the earth. Study the map of the world:</p> <p>(1) Identify major land and water areas. (2) Name and locate the 7 continents and 5 oceans. (G/M)</p> <p>Study the map of the world and:</p> <p>(1) Locate FIVE major physical features (2) Briefly describe each feature. (G/VA)</p>	<p>Shade major land and water areas on individual world maps and create a key to identify the same. Name and locate the continents and oceans.</p> <p>Draw simple labelled diagrams to illustrate each feature.</p>	<p>Map of the World</p> <p>Barbados Our Environment 2nd ed. – Ivan Waterman.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>The influence of major physical features on man's activities</p> <p>Lines of latitude and longitude</p>	<p>Pupils should be able to:</p> <p>Explain how major physical features may influence man's activities.</p> <p>Define the terms latitude and longitude.</p>	<p>Work in groups to study photographs and explain how major features influence man's activities (VA/SEL/G)</p> <p>Brainstorm to define the terms latitude and longitude. (G)</p> <p>Use an atlas/a map to name the major lines of latitude (equator) and longitude (Greenwich Meridian). State their significance and numerical value. (G/M)</p>	<p>Oral presentations by group leaders to show how physical features influence man's activities.</p> <p>Make oral statements to define latitude and longitude.</p> <p>Name the major lines of latitude and longitude on individual world maps and state their numerical value.</p>	<p>Barbados Our Environment 2nd ed. – Ivan Waterman</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Lines of latitude and longitude</p> <p>Earth movements – rotation and revolution</p>	<p>Pupils should be able to:</p> <p>Locate places on a map by using lines of latitude and longitude.</p> <p>Define the terms rotation and revolution.</p>	<p>Work in groups to locate places on a world map by using lines of latitude and longitude. (G/M)</p> <p>Brainstorm and use the dictionary to arrive at definitions of rotation and revolution. Use the globe to clarify the concepts of rotation and revolution. (G)</p>	<p>Plan a trip to a well known city using specific lines of latitude and longitude. Draw diagrams to show differences between lines of latitude and longitude. Class critique of the diagrams.</p> <p>Make oral statements to define the terms rotation and revolution. Critique answers given by peers.</p>	<p>Map of the World</p> <p>The Globe</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Earth movements – rotation and revolution.</p> <p>TRADING WITH THE WORLD</p> <p>Goods and services which we export and import</p>	<p>Pupils should be able to:</p> <p>Discuss ONE result of rotation and ONE of revolution. (Rotation - day and night Revolution – four seasons)</p> <p>Define the terms „goods“ and „services.“</p> <p>List some goods and services which we export and import.</p>	<p>Work in groups to answer questions from a teacher – prepared passage on results of rotation and revolution. Identify the four seasons and compare them with the seasons experienced in Barbados (G)</p> <p>Research the terms using the internet/dictionary to arrive at definitions of the terms „goods“ and „services.“ (BS/LA)</p> <p>Collect labels, boxes, etc. of goods which we export/import for discussion. Sort these as exports and imports (IT/LA/SEL)</p>	<p>Complete a quiz on the results of rotation and resolution.</p> <p>Group project on the seasons experienced in Barbados.</p> <p>Make oral statements to define the terms goods and services.</p> <p>Classify the goods as: (1) local, regional and international. (2) food and non-food items.</p>	<p>Barbados Our Environment (2nd ed.) – Ivan Waterman.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Goods and services which we export and import</p>	<p>Pupils should be able to:</p> <p>List some of the goods and services which are exported and imported.</p>	<p>Use newspaper clippings/business cards/electronic media to identify a variety of services which we export and import. (IT/LA/SEL)</p>	<p>Classify services which we export and export under various headings e.g. education, defence and security, health care, artisans.</p>	
<p>Countries with which we trade</p>	<p>Identify and locate countries to which we export and from which we import goods and services.</p> <p>Name TWO regional and TWO international trading organizations.</p>	<p>Locate countries with which we trade on a map of the Caribbean. Use lines of latitude and longitude to locate countries with which we trade on a map of the world. (LA/G)</p> <p>Conduct research to name TWO regional and TWO international trading organizations. (BS/G/S)</p>	<p>Shade and name countries with which we trade on individual maps of the Caribbean/world.</p> <p>Oral presentation to identify trading organizations.</p>	<p>Map of the Caribbean</p> <p>Map of the World</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>Trading organizations - regional and international</p>	<p>Pupils should be able to:</p> <p>State ONE function of TWO regional and TWO international trading organizations.</p>	<p>Work in groups to research the functions of regional and international trading organizations e.g. CSME, OECS, WTO, EU. (SEL/LA)</p>	<p>Complete a fact sheet on trading organizations.</p>	<p>http://www.oecs.org</p> <p>http://en.wikipedia.org/wiki/CSME</p> <p>http://www.wto.org</p>
<p>The importance of regional and international trade</p>	<p>Discuss the importance of regional and international trade.</p>	<p>Discuss TWO advantages each of regional and international trade. (SEL/LA)</p>	<p>Write a summary on the importance of trade between Barbados and the region.</p>	<p>http://www.answers.cpm/topic/european-union</p>

SUGGESTED READING

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