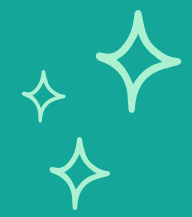
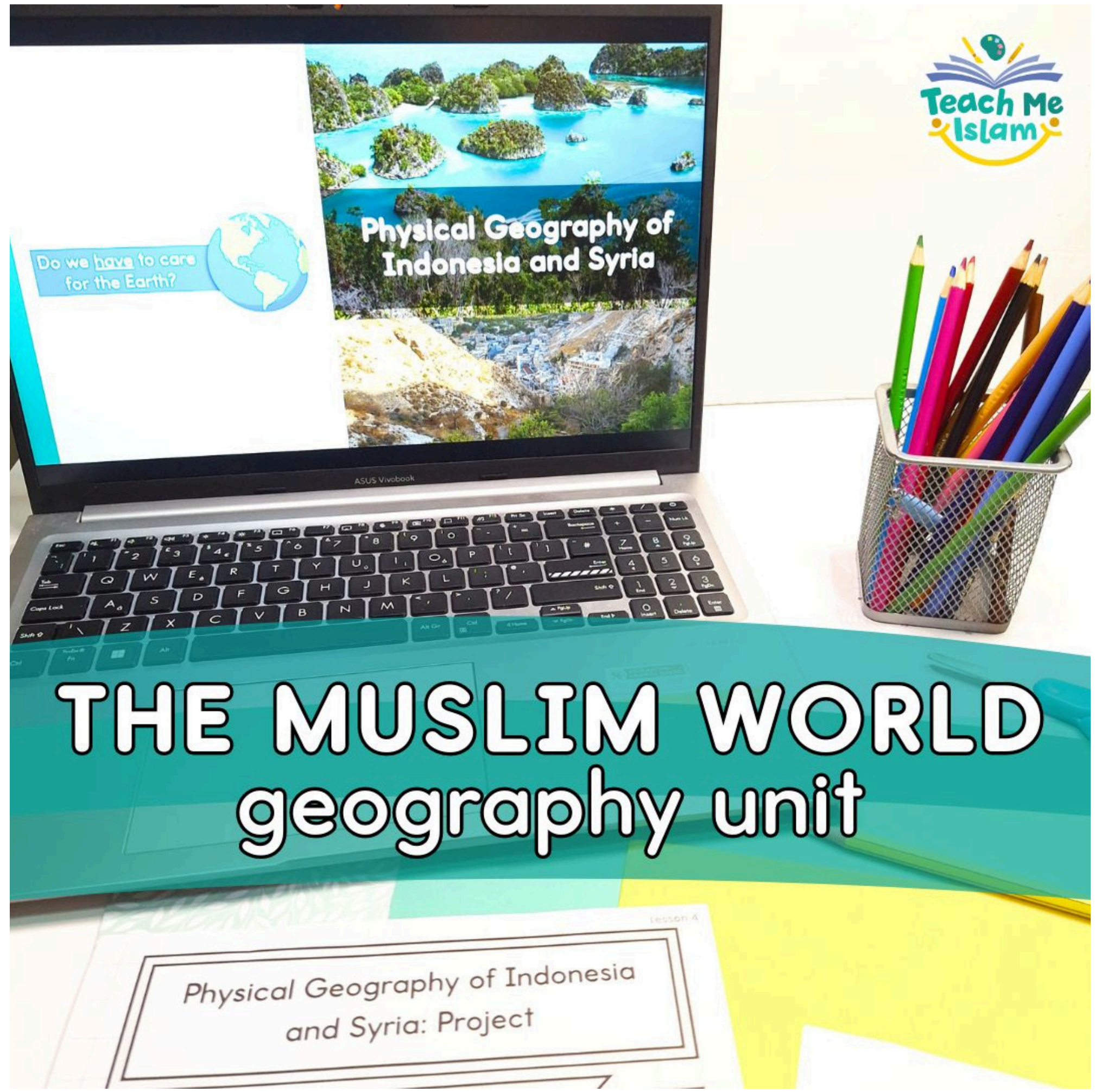


Help your kids explore the beauty of the Muslim World



scroll to look inside



THE MUSLIM WORLD geography unit

Physical Geography of Indonesia and Syria: Project



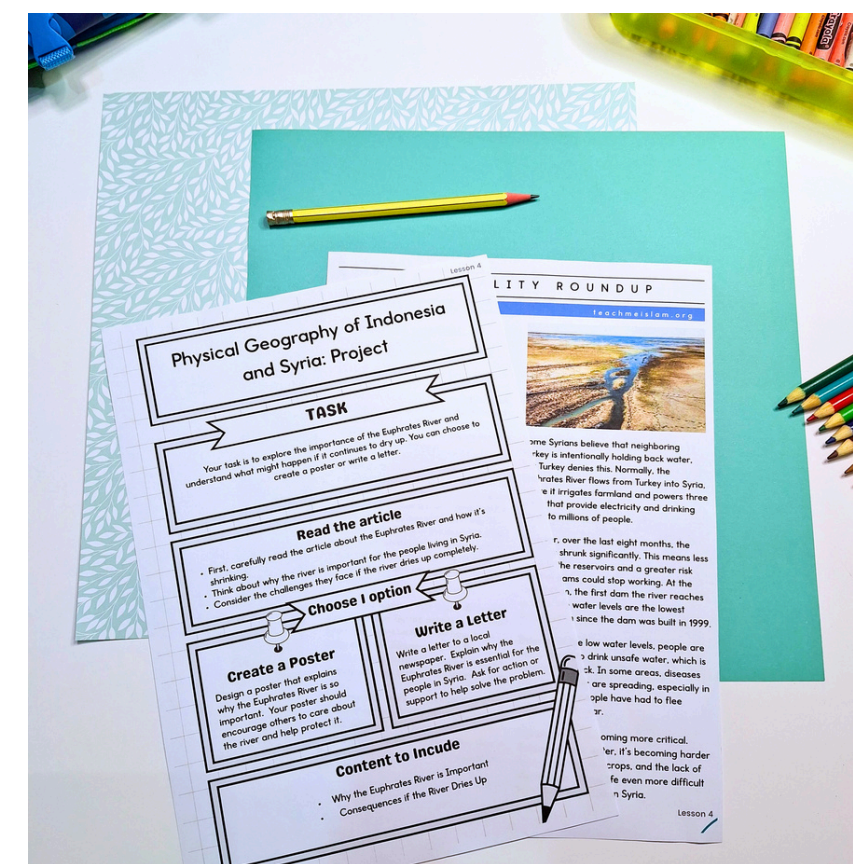
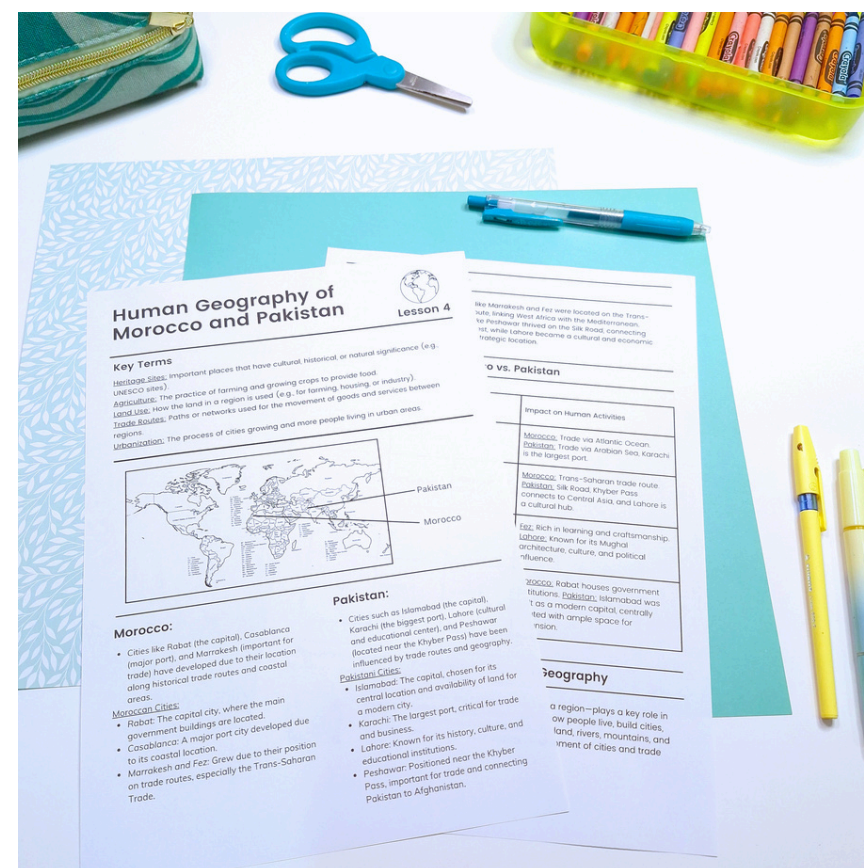
Don't want your children to miss out on learning about the rich geography and culture of the Muslim world but...

but...

- ✗ you can't find a resource**
- ✗ you don't have time to make your own**
- ✗ you want it to meet curriculum standards AND be engaging.**

That's why I created:

The Muslim World Geography Unit

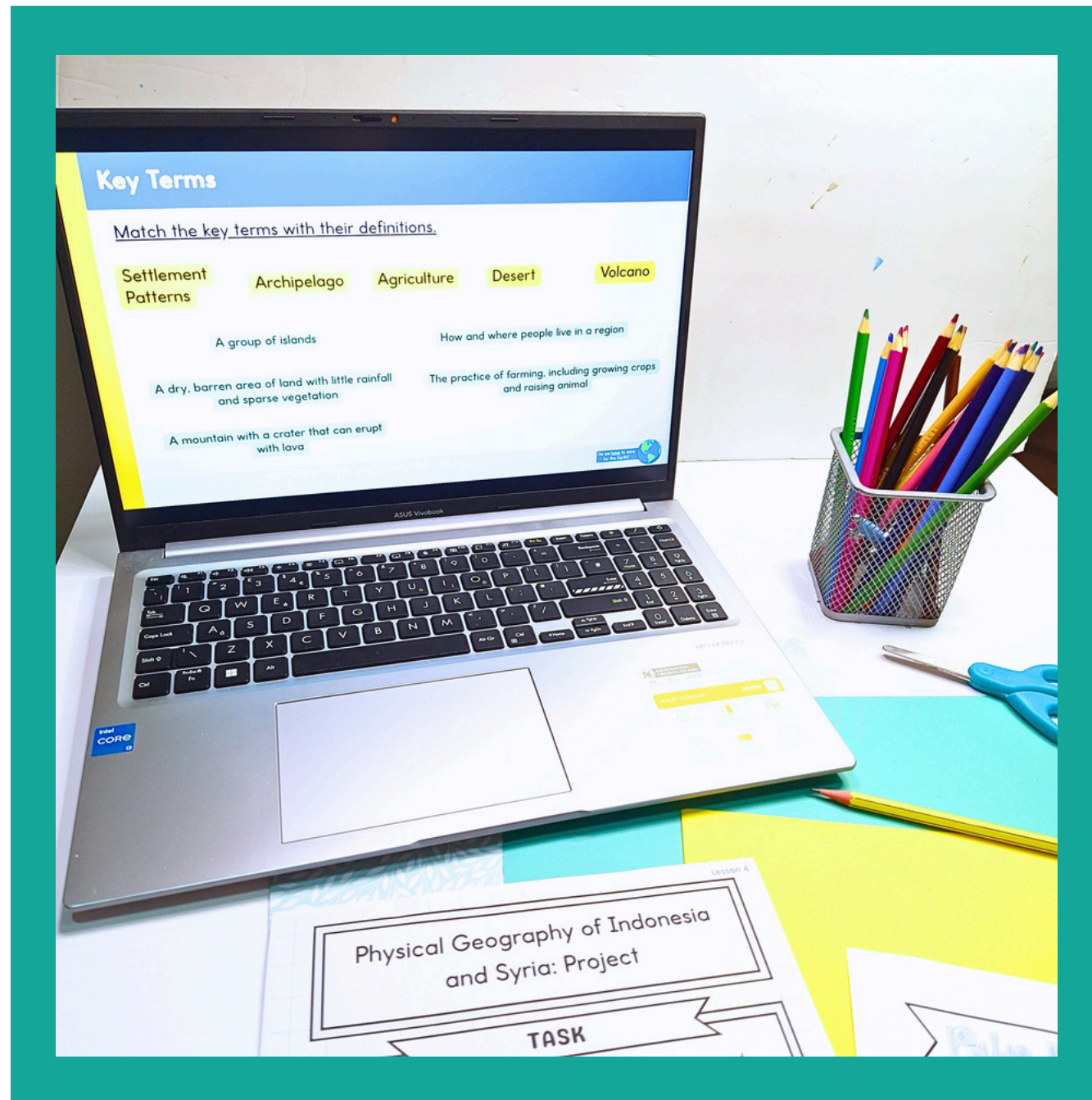


Explore and make connections in an

engaging way!

What do you get?

You want it to be educational and enjoyable!



- ✓ 7 comprehensive lessons exploring human and physical geography, sustainability and more.
- ✓ Interactive worksheets and activities
- ✓ Summary notes for each lesson
- ✓ Interactive presentations
- ✓ Review Quizzes



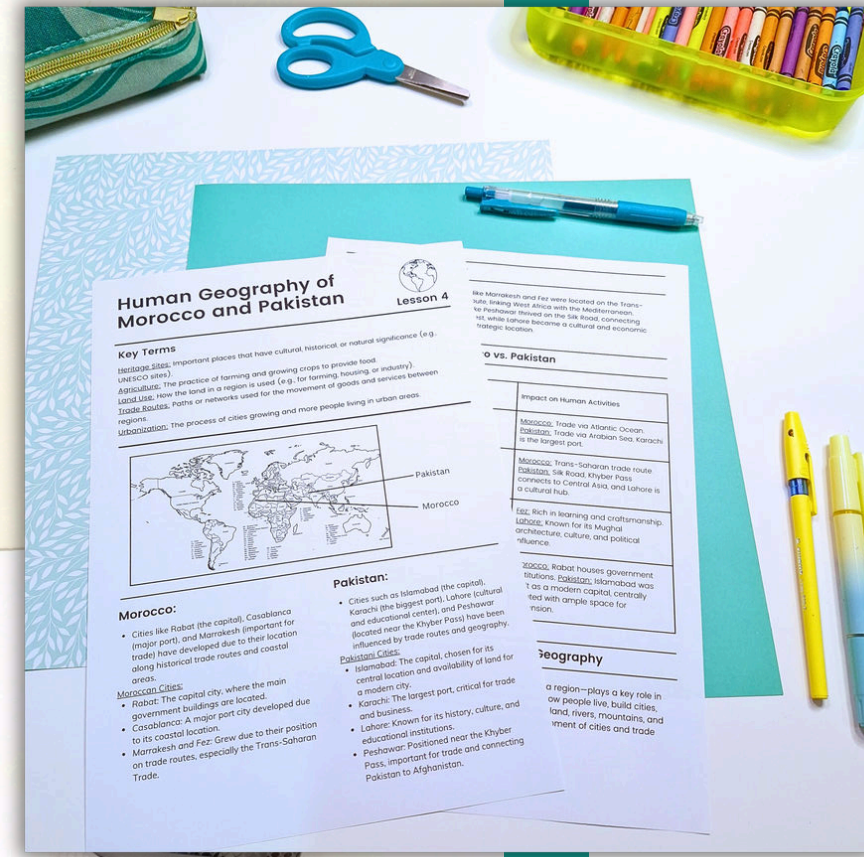
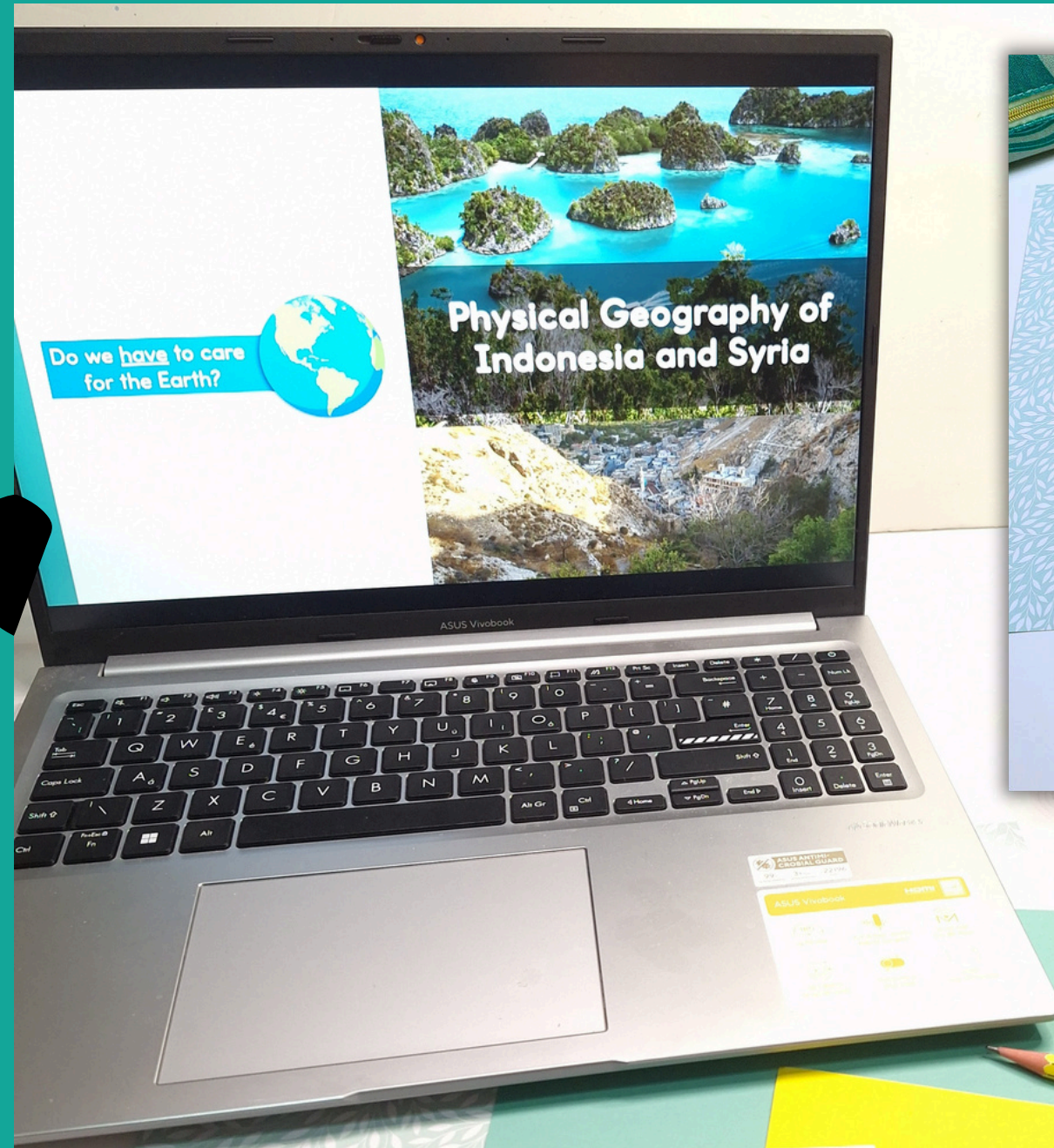
Take a closer look!



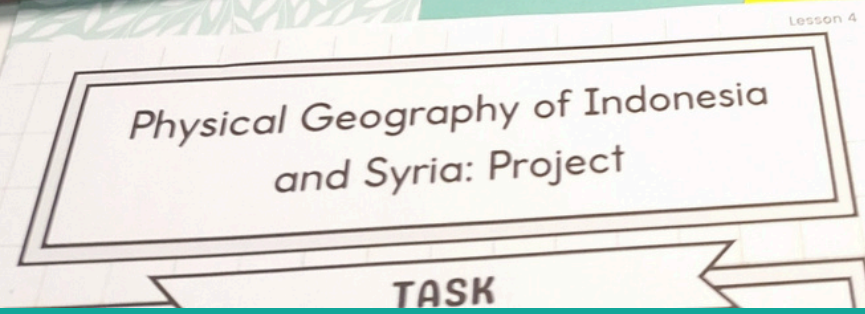
Canva or Powerpoint presentation



Homework activity sheet



Printable summary notes



7 lesson topics

1. Caring for the Earth as Muslims
2. The Muslim World
3. The Physical Geography of Indonesia and Syria
4. The Human Geography of Morocco and Pakistan
5. Climate Zones and Biomes in Saudi Arabia
6. The Impact of Human Activity on the Environment
7. Sustainable Practices in the Muslim World



Aligns with UK Key Stage 2 Curriculum and US Common Core Standards.

UK National Curriculum aligned:

1. Locational Knowledge

Standards: Pupils should be taught to locate the world's countries, focusing on Europe and North and South America, understanding key physical and human characteristics, countries, and major cities.

2. Place Knowledge

Standards: Pupils should understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.

3. Human and Physical Geography

Standards: Pupils should describe and understand key aspects of physical geography, including climate zones, biomes, rivers, and mountains, as well as human geography such as types of settlement, land use, economic activity, and the distribution of natural resources.

4. Geographical Skills and Fieldwork

Standards: Pupils should use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. They should also use fieldwork to observe, measure, record, and present the human and physical features in the local area.

5. Environmental Geography

Standards: Although not explicitly stated, KS2 Geography encourages understanding of how human activity impacts the environment and the importance of sustainability.

Common Core State Standards (CCSS) Alignment:

English Language Arts (ELA):

CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively. The unit uses maps, charts, and presentations to teach students about geography, fostering their ability to interpret visual information.

CCSS.ELA-LITERACY.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. The debates and reflective writing activities in the unit support this standard.

CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions. The discussion elements in each lesson help students build these speaking and listening skills.

Social Studies Standards (varies by state but generally includes):

Geography: Understanding physical and human characteristics of places and regions. This unit covers the geography of Muslim-majority countries, including physical and human geography aspects.

Human-Environment Interaction: Explaining how human activity affects the environment and vice versa. Lessons on the impact of human activity on the environment, like deforestation and sustainable practices, align with this standard.

Cultural Understanding: Recognizing cultural and religious influences on a region. The unit introduces Islamic teachings on environmental stewardship, providing cultural context.