**MASASI DISTRICT COUNCIL NAMALENGA SECONDARY SCHOOL**

**SCHEME OF WORK**

**TEACHER’S NAME: *GLADNESS G. MASHAMBO* SUBJECT: *GEOGRAPHY* CLASS: *FORM ONE* YEAR:*2022***

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| **Competence** | **Specific**  **Objectives** | **Month** | **Week** | **Main Topic** | **Sub Topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **Learning Aids** | **Assessment** | **References** | **Remarks** |
|  |  | **JAN-FEB-** | **3rd-4th**  **1st-4th** |  |  | **18** | **FORM ONE ORIENTATION COURSE** | | | | | |
| The student should have ability to: explain different natural geography phenomena  on | The student should be able to:- 1. define the term geography  2. Explain the inter- relationship between different geographical phenomena. | FEB-  MAR. | 4th  1**st** | CONCEPT OF GEOGRAP HY | Meaning of Geography phenomena | 3 | i) To guide students to define the term geography. (ii) To guide students to debate in groups on what is geographical phenomenon. (iii). To guide students in groups to identify inter-relationships between geographical phenomena. | (i) To guide students to verify the identified relationships in the field. | Varied natural phenomena in the environment. Video cassettes and CDs.  Human  activities | Are students able to define the term geography? Are students able to explain the inter-relationship between different geographical phenomena? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: apply knowledge of  geography in realy  life | 1. Explain the importance of studying geography 2.  Observe and record geographical phenomena | MAR. | Week 2**rd** | CONCEPT OF GEOGRAP HY | Importance  of Geography | 3 | . (i) To clarify on the importance of studying geography, ii To guide students to go out of the class and observe any geographical phenomena seen. | (i) Students to brainstorm on the importance of studying geography | Natural phenomena from the environment. | Are students able to explain the importance of studying geography? Are students able to observe and record geographical phenomena? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: highlight the componen ts of the solar  system | The student should be able to:   1. Define the solar system. 2. Name the   components of solar system.   1. Describe the importance of the components of   solar system | MAR. | Week 3**rd** | THE SOLAR SYSTEM | The concept of solar  system. | 3 | To guide students to brainstorm on the meaning of the solar system.  To guide students to study the chart of the solar system and identify components of the solar system. | students to discuss the meaning of solar system | Chart of the solar system | Are students able to define solar system?  Are students able to name the components of the solar system? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: describe characteris tics of the sun | The student should be able to: 1.State the dimension of the sun relative to other space  bodies  2. Describe the characteristic s of  the sun | MAR.  APRIL | Week 4th  1**st** | THE SOLAR SYSTEM | The Sun | 6 | 1. To guide students to study chart of the solar system and identify sun&apos;s position and dimensions relative to other space bodies/planets. 2. To guide students explain the dimensions of the sun.   iii) By the use of the solar system chart, teacher to guide students to describe the characteristics of the sun. | 1. students to study chart of the solar system and identify sun&apos;s position and dimensions relative to other space bodies/planets. 2. students to describe the characteristics of the sun. | Chart of the solar system | Are students able to state the dimension of the sun in relation to other space bodies?  Are students able to describe the characteristics of  the sun? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Competence** | **Specific**  **Objectives** | **Month** | **Week** | **Main Topic** | **Sub Topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **Learning Aids** | **Assessment** | **References** | **Remarks** |
| The student should have ability to: Mention the importanc e of solar energy in environme ntal conservati  on. | The student should be able to:  I. Define the term solar energy.  2. Suggest different uses of solar energy. | APRIL | Week 2**nd** | SOLAR SYSTEM | Solar energy | 3 | i) To guide students define solar energy.   1. To guide   students to brainstorm on different uses of solar energy using actual solar energy equipment.   1. To clarify on the different uses of the solar energy. | students to discuss the meaning of solar energy. | Actual solar energy equipment 0) Charts depicting various devices for tapping solar energy. | Are students able to:   1. Define solar energy? 2. Identify source of solar energy? Are students able to suggest different uses of solar energy? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Mid-term Assessment 11th April 2022-14th April 2022** | | | | | | | | | | | | |
| **Mid-term Break 15th April 2022-24th April 2022** | | | | | | | | | | | | |
| The student should have ability to: Mention the importanc e of solar energy in environme ntal conservati  on. | 3. Explain how the use of solar energy promotes environmental conservation  .4. Explain how solar energy may contribute to emancipation of women | April | Week 4th | SOLAR SYSTEM | Solar energy | 3 | (v)To guide students demonstrate use of at least one technological device using solar energy   * 1. To guide students to discuss the relationship between uses of solar energy and environmental   2. By using diagrams showing different uses of solar energy teacher to guide students discuss how solar energy contributes to emancipation of women. | Students to discuss relationship between solar energy and environmental conservation | (ii) Actual solar energy equipment. (iii) Technological devices i.e.  watch, cooker and calculator. | Are students able to explain how the use of solar energy promotes environmental conservation | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: draw the solar system | The student should be able to:   1. Locate the planets in the solar system 2. Show relative distances of planets from the earth. | May | Week 1st | SOLAR SYSTEM | The planets | 3 | 1. To guide students to list the names of planets. 2. By using photographs of planets, charts or models the teacher to guide students identify relative position of each planet from the earth. | Students to arrange the planets in accordance with their distance from the earth. | Chart or model shoring relative position of each planet Chart on model to show the relative position of each planet.  Photographs of  earth and planets. | is the student able to locate positions of the planets in the solar system? Are students able to show relative distances of planets from the earth? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: describe the characteris tics of comets, and  satellites. | The student should be able to:   1. Describe the characteristic of comets, asteroids, meteors and satellites. 2. Narrate local incidents linked to meteorites. | May | Week 2nd-3rd | SOLAR SYSTEM | Other  bodies. in the solar system | 6 | 1. To guide students to discuss on other bodies in the solar system i. e. comets, asteroids, meteors and satellites. 2. By using photographs the teacher to guide students to describe other bodies in the solar system: comets, asteroids and satellites. 3. To explain some local incidents linked to meteorites by sighting specific examples in Tanzania. | (i) Students should describe local incidents linked to meteorites. | charts showing heavenly bodies | Are students able to describe the characteristics of comets, asteroids, meteors and satellites?  Are students able to narrate local incidents linked to meteorites? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: prove that the earth  is round | The student should be able to describe the shape of the earth and its evidences | May | Week 4th | SOLAR SYSTEM | Shapes of the Earth | 3 | (i) With the aid of the globe, picture of solar system teacher to guide students to discuss the shape of the earth, | (i) The student to debate on the evidences of the shape of the earth. | Table of relative shapes and  distances of space bodies.  The globe Picture of solar system. | 1. Are students able to describe the shape ft the earth? 2. Are students able to prove that the earth is round? | Geography For Secondary Schools, Students Book Form  One. By  T.I.E | . |
| **Competence** | **Specific**  **Objectives** | **Month** | **Week** | **Main Topic** | **Sub Topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **Learning Aids** | **Assessment** | **References** | **Remarks** |
| The student should have ability to: Describe the rotation of earth. | 1. The student should be able to describe the   types of  earth&apos;s movements   1. Describe the term rotation. 2. Give evidence to prove that the earth rotates | May | Week 4th | SOLAR SYSTEM | Earth’s movement | 3 | i) To guide students to discuss the types of earth&apos;s movements   1. With the aid of a globe students to practice earth 2. To guide students to read the texts on earth rotation. 3. To guide students to dramatize on earth rotation. 4. To guide students brainstorm on the term rotation. 5. Using the lamp, torch and globe, the   teacher to guide students. | (i) Students to draw diagrams to illustrate that the earth rotates | Torch  Lamp and globe Texts on earth rotation | Are students able to describe the types of earth's movements?  Are students able to describe earth rotation?  Are students able to give the evidence to prove that the earth  rotates? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have  ability to: describe the results of revolution. | 4. Explain the significance of earth&apos;s rotation.   1. Define the term revolution. 2. Explain the process of revolution. 3. Describe the results of the Earth&apos;s revolution around the sun | June | Week 1st-2nd | SOLAR SYSTEM | Earth’s movement | 3 | i) Using globe and torch the teacher to guide students to discuss the significance of earth&apos;s rotation.  (ii) Using a globe and source of light the | (i) Students to draw diagrams to illustrate the earth&apos;s revolution.  ii) Students to draw | Globe  Torch 1. Globe  2. Any source of | Are students able to give the evidence to prove that the earth | Geography For Secondary Schools, | . |
| **Terminal Assessment 13rd June 2022-24th June 2022** | | | | | | | | | | | | |
| **First term Break 25th June 2022-24th July 2022** | | | | | | | | | | | | |
| The student should have ability to: calculate local time of different regions. | The students should be able to:   1. Define the parallels and meridians 2. Describe how latitudes and   longitudes are determined.   1. Explain the importance of a great circle 2. Discuss the importance of   parallels and meridians.   1. Calculate local time, 2. Define time and time zone. | July | Week 4th | SOLAR SYSTEM | The importance of the  parallels and meridians. | 9 | 1. By using texts on latitudes and longitudes the teacher to assign students to define parallels and meridians. 2. By using globe and physical map the teacher to guide students to define parallels and meridians. 3. Using a globe to guide students to show how horizontal and vertical planes of a sphere are used to determine parallels and meridians. 4. To guide students in groups to show how horizontal and vertical planes are used to determine parallels and meridian. 5. By using a globe teacher to guide students identify the formation of a great circle. 6. To guide students in groups to discuss the significant features and uses of great circle. 7. To guide students present the significance of a grea | (i) Students to study Atlas maps and identify the tropics and meridian 90Â° and 180 &apos; east and west. ii)students to calculate local time when given two lines of longitude and time of one of the longitude.  iii) students to study the world map for time zones and differentiate between time zones and standard time. | 1. Texts on  latitude and  longitudes, 2.  Globe 3.  Physical map | Are students able to define the  parallels and meridians?  Are students able to describe how latitudes and  longitudes are determined?  Are students able to describe the significance of a great circle?  Are students able to discuss the importance of  parallels and meridians?  Are students able to:  1.. define time and time zone. 2. differentiate between standard time and time zones?  Are students able to calculate local  time? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Competence** | **Specific**  **Objectives** | **Month** | **Week** | **Main Topic** | **Sub Topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **Learning Aids** | **Assessment** | **References** | **Remarks** |
| The student should have ability to: apply internation al date  line to locate time. | 1. Explain the essence of time and time zones. 2. Explain variation of standard time in a single country. 3. Define International Date Line.. 4. Locate International Date Line. | August | Week  1st-2nd | THE SOLAR SYSTEM | The importance of the  parallels and meridians. |  | i) To guide students to read texts on time and time zones and explain the  essence of time and time zones.   1. To explain the relationship between large stretches of land and the time zone. 2. Using a world map, students and the teacher to examine the standard times and time zones of the USA and Russia as examples. 3. The teacher to guide students to read texts to define International Date Line. 4. To guide students to describe how the International Date Line is used. 5. Using a world map and globe, the teacher to guide students to locate the International Date Line. 6. To guide students draw maps showing the position of the International Date Line. | 1. students to read texts on international date lines 2. students draw maps showing the position of the International Date Line. 3. students to locate the International Date Line. | Texts on time and time zones World map Texts on International Date Line | Are students able to explain the essence of time and time zones?  Are students able to explain  variation of standard time in a single country?  Are students able to: 1. define the International Date Line?  2. describe the use of International Date Line (IDL)? Are the students able to: L Show International dateline on the globe or world map?  3. draw a map and show the position  of the IDL? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: locate continents in a map | The student should be able to:   1. Explain the meaning of a continent. 2. Describe the distribution and size of   continents,   1. Identify the major features &apos;of the continents. | August | Week 2**nd**-3**rd** | MAJOR FEATURE S OF THE EARTH’S SURFACE | Continents | 6 | 1. Using a globe teacher to guide students to explain the meaning of a continent    1. To guide students to show the distribution of continents using the world map.    2. To guide students describe the sizes of continents. 2. Using a physical map teacher to guide students to identify the major features of the continents, 3. . To guide students to draw a relief map of continents and locate the major features. | 1. students to explain the meaning of a continent 2. students to draw a relief map of continents and locate the major features. 3. students to identify the major features of the continents, 4. students describe the sizes of continents. | 1. World map 2. globe World map Relief map of the world | Are students able to explain the meaning of a continent?  Are students able to describe:  I. the distribution of continents? 2. the sizes of the continents?  Are students able to: 1.. identify major features of the continents in the world,  2. Locate the continents on the  world map. | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: describe the features of ocean floor | The student should be able to:   1. Define a water body. 2. Identify the oceans and other water bodies.   3.. Describe the features of the ocean floor. | August  Sep. | Week 4th  1st | MAJOR  FEATURE S OF THE EARTH’S SURFACE | Water bodies | 3 | 1. To use a physical map of the world to guide students define a water body. With the aid of the world physical map, teacher to guide students identify oceans.    1. To guide students in groups to discuss and describe features of the oceans floor.    2. To guide students to present features of the ocean floor.    3. Using texts and diagrams the teacher to guide students to draw diagrams showing features of the ocean floor. | students in groups to discuss and describe features of the oceans floor.  students to present features of the ocean floor. | Physical map of the world Physical map of the world. m Texts on oceans. m Diagram showing ocean floor. | Are students able to define a water body?  Are students able to name the oceans on a world map? Are students able to describe the features of the ocean floor?  Are students able to draw diagrams showing features  of ocean floor? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: define the term weather  accurately. | The students should be able to:  1. Define  weather. | Sept. | Week 1**st** | MAJOR FEATURE S OF THE EARTH’S SURFACE | Water Bodies | 3 | 1. To guide students to feel and observe weather. 2. In groups, the students to prepare definitions of weather. 3. During a short plenary, students to present their definitions. 4. To guide students to state the appropriate concept of weather. | 1. students to feel and observe weather. 2. students to state the appropriate concept of weather. | charts showing different weather patterns. | are students able to define weather? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Mid-term Assessment 5th September 2022-9th September 2022** | | | | | | | | | | | | |
| **First term Break 10th September 2022-25th September 2022** | | | | | | | | | | | | |
| The student should have ability to: Analyse the impact of weather in the  environme  nt | 1.Describe the  importance of weather 2.show relationship between weather and human occupations | Sept. | Week 4th | MAJOR FEATURE S OF THE EARTH’S SURFACE | Water Bodies | 3 | 1. Take students outside and observe the impact of weather in environment 2.Lead discussion on importance of weather 3.Guide students to prepare summary of importance of weather | 1.Students to record impacts of weather 2. Prepare summary on impact of weather | Human activities Environment | 1.Is the student able to describe the impact of weather 2.Students to describe the importance of weather. | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have  ability to: Manage weather in environme  nt. | 1.name the  elements of weather  2.explain the importance of  each element | October | Week 1st | WEATHER | Concept of Weather | 3 | 1.take students to study tour to record different social economic activities due to weather changes | 1. Students to discuss the need to adjust human activities to changing weather. | Weather records | Show relationship between human occupations and weather. | Geography For Secondary Schools,  Students Book Form  One. By T.I.E | . |
| The student should have ability to: Give the importanc e of  weather | 1.name the  elements of  weather 2.  explain the  importance of each element | October | Week 2**nd** | WEATHER | Elements of Weather | 3 | 1. Guide students to discuss the importance of weather. 2. Guide students summarise the importance of weather | 1. read literature on weather 2.discuss the importance of weather 3.Summarise the importance weather | Environment Texts On  weather | 1. Students to be able to name the elements of weather 2. Students to explain the   importance of weather | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: make a simple weather station Make use of stevenson screen Measure weather using weather instrument s | 1. Define weather station 2.Explain how to establish the elements of weather  3.Describe the characteristics of stevenson screen  4.Describe characteristics and instruments used to measure weather   1. Measure and record elements of weather 2. describe the meaning of weather forecasting and   how it is done. | October | Week 3**rd** | WEATHER | weather station | 3 | 1. Guide the students to define weather station 2. Guide the students read texts and define weather stations 3. Take the students to a weather station 4.guide the students to explain different types of screens for weather stations. 5.Guide students to read texts 4. guide the students in using weatehr instruments 5. Help students explain the uses of the weather instruments | 1. read texts on weather stations 2. Formulate the defination of weather station    1. students to describe stevensons screen    2. To draw a diagram and illustrate the stevensons screen    3. Read texts on instruments for measuring weather and make summary    4. Demonstrate measuring and recording of elements of weather    5. measure and record weather statistics    6. Explain the use of weather statistics | weather station and its  components stevenson screen and its contents weather instruments environment | 1. is the student able to define weather station? 2.can the students measure the   elements of weather?   * 1. Is the student able to record weather statistics accurately?   2. Can the student describe how weather forecasting is done 5.Can the students use the   instruments used in measuring weather? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: describe the climate of various  regions | The student should be able to:  1. Define the concept of climate | October | Week 4th | CLIMATE | Concept of Climate | 1 | (i) To guide students to identify main variables which form climate. | (ii) The students to read a text on the concept of climate. Through a discussion, the teacher to guide students to develop a definition of climate | Environment Climatic map | Are students able to define the  concept of climate? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Competence** | **Specific**  **Objectives** | **Month** | **Week** | **Main Topic** | **Sub Topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **Learning Aids** | **Assessment** | **References** | **Remarks** |
| The student should have  ability to: identify factors which differentia tes weather from  climate. | 1. Differentiate between weather and climate. | October | Week 4th | CLIMATE | Weather and Climate | 2 | (i) To guide students use the environment to illustrate the difference between weather and climate  . (iii) To use climatic charts and maps to  illustrate the differences between weather and climate. | (i) The students to make a chart showing differences between weather and climate. | Environment.  Weather chart and maps.  Climatic charts and maps. | Are students able to draw difference between weather and climate? | Geography For Secondary Schools,  Students Book Form  One. By T.I.E | . |
| The student should have ability to: relate economic activities to climatic  patterns. | define the  concept of climate | October  No v e m b er | Week 4th  1st | CLIMATE | Impact of climate | 3 | 1. To guide the students to identify main variable that form climate. 2. To guide students determine how the type of climate determine human activities. | 1.Describe how human activities are related to climate. 2. Discuss the effect of climate change. | map, texts simple topographical maps. | Are students able to relate climatic conditions to human activities? | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| The student should have ability to: Use a Map | The students should be able to define a map | November | Week 2nd | MAPWORK | The  concept of a Map Work | 3 | (i) To distribute texts on concept and essentials of a map. | (ii) The students to read the text and draw points on the map. | Map Text on map work | Are students able to define a map? | Geography For Secondary Schools, Students Book Form  One. By  T.I.E | . |
| The student should have ability to: Represent a map  using a graph. | 1. List all the components of a map. 2. Define a scale and identify   different ways used in  representing scale.   1. Distinguish and explain signs from symbols. | November | Week 3rd | MAP WORK | Component s of a map | 3 | 1. Using maps the teacher to guide students to identify things which make a map. 2. Too guide students to prepare a summary of things which make a map.   (i) Using topographical maps; the teacher to guide students to identify a scale.  . (Ili) Using illustrations of the representations of the scale in topographical map the teacher to guide students to identify ways of representing scale.  (i) Using topographical maps the teacher to guide students to distinguish signs from symbols in maps. | 1. By using texts on map work students to discuss the concept of a scale 2. Students to translate symbols into the natural and artificial objects they represent. | Simple topographical maps.  Topographical maps. Texts on map work | Are students able to list components of a map? Are students able to:  1. define scale? 2. identify different ways of  representing a scale of map?  Are students able to distinguish and explain the differences between signs and symbols of maps?  . | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Competence** | **Specific**  **Objectives** | **Month** | **Week** | **Main Topic** | **Sub Topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **Learning Aids** | **Assessment** | **References** | **Remarks** |
| The student should have ability to: draw the map of the world | the student should be able to;  a. name major land masses on earth b.name the continents and countries c.describe the  nationality of people living in  the world | Nove mber  December | Week 4th  1st | MAP WORK | Uses of maps | 3 | 1. To guide the students to study the maps and identify their uses. 2. To collect views from the students and guide them to present and make summary of the proper uses of maps. | 1. Student to identify and describe the uses of maps. | world Map videos | Students accurately draw world map | Geography For Secondary Schools, Students Book Form  One. By T.I.E | . |
| **Annual Assessment 5th December 2022-16th December 2022** | | | | | | | | | | | | |
| **End of Year Break 17 December 2022** | | | | | | | | | | | | |

**MASASI DISTRICT COUNCIL**

**SCHEME OF WORK**

**NAMALENGA SECONDARY SCHOOL**

**TEACHER’S NAME: *GLADNESS G. MASHAMBO***

**SUBJECT: *GEOGRAPHY***

**CLASS: *FORM ONE***

**YEAR:*2022***