



# PEAS Scheme of Work: Geography

SENIOR ONE

**peas**  
PROMOTING EQUALITY IN AFRICAN SCHOOLS

SCHEME OF WORK

**S1 students will be doing a project in Geography during Term 1. Please indicate in this Scheme of Work which weeks this will take place.**

**Subject:** Geography    **Class:** S.1    **Term:** ONE    **Teacher's Name:**  
**Time allocation:** 3 periods a week

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning.  
Ensure your lessons provide regular and extended opportunities for independent practice.

**YPR:**

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

WEEK SUBTOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/LEARNING RESOURCES	Y P R
<b>Theme:</b> Introduction to geography <b>Competency:</b> the learner understands and appreciates the importance of studying geography				
<b>1.1</b> <b>Introduction to geography</b>	Understand the meaning of geography and environment  Use fieldwork to observe, name physical and man-made features	<ul style="list-style-type: none"> <li>Introduces the subject to the learners by telling a story about a pupil who hated some subject from primary school and illustrate the different subjects in secondary.</li> <li>Task learners to explore the environment outside classroom and draw a sketch diagram of the area.</li> <li>Learners in their group discuss the physical and manmade features.</li> <li>Task learners to draw a table showing natural and man-made features.</li> </ul>	NCDC teacher's guide pg1  NCDC Learner's book pg2  Active Geography Teacher's Guide Pg 1  Visual images  The natural environment	

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			Internet  Notebooks  Pens and pencils	
<b>1.2</b>	Identify different branches of geography Explain the different branches of geography	<ul style="list-style-type: none"> <li>• Introduce the lesson by stating and categorizing different physical and manmade in the environment.</li> <li>• Task learners to form groups and discuss the different branches of geography.</li> <li>• Task learners to categorize the branches into human and physical geography.</li> <li>• Learners make notes in their books.</li> </ul>	NCDC teacher's guide pg5  NCDC features learner's book pg3  Active Geography teachers pg6  Chart showing physical and human geography in active geography teacher's guide  Visual images  Internet  Local environment  Pictures or videos of natural and human-made features	
<b>1.3</b>	State the importance of studying geography  Appreciate that study of geography helps us to understand how our lives are affected by environment and how we can preserve the environment	<ul style="list-style-type: none"> <li>• Highlight some of the activities done by people in the local area in different seasons</li> <li>• Group learners and task them to discuss, identify ways they and their families use the local environment to benefit them</li> </ul>	Local environment  Audio visual media  Fruits  Bricks laying	

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		<ul style="list-style-type: none"> <li>Task the learner to write a letter to their parents indicating the importance of studying geography in relation to the environment</li> </ul>	Sand	
<b>2.1</b>	<p>State various ways of how man destroys our environment</p> <p>Identify different ways of using and protecting our environment</p> <p>Exhibit knowledge, skills and application of key concepts from the content covered</p>	<ul style="list-style-type: none"> <li>Show illustrations i.e. pictures showing burning bushes, cut down trees, trees planted , industrialization.</li> <li>Group learners to discuss various ways how man destroys his environment</li> <li>Task learners to write an essay pointing out the different ways of protecting our environment</li> <li>Give activity of integration to check knowledge ,values, understanding , attitude and skills from the covered topic</li> </ul>	<p>Pictures showing burning bushes, cut down trees, planted trees</p> <p>Student text book</p> <p>Video clip</p>	Y P R
<p><b>Theme:</b> Introduction to geography</p> <p><b>Competency:</b> The learner knows the main physical and human feature of the local and how they can be shown on a map.</p>				
<b>2.2</b> <b>Showing the local areas on a map</b>	<p>Define a map</p> <p>Understand the differences between a map and a photograph</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing flash cards (with sketch map and other with photograph) or uses the globe to demonstrate the position of places.</li> </ul>	<p>Photographs in NCDC learner's textbooks 7</p> <p>NCDC teacher's guide pg9</p>	

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		<ul style="list-style-type: none"> <li>Group learners and task them to discuss about the definition of a map and features of the map and share it with the class</li> <li>Task individual learner to draw a table showing the differences between maps and photographs</li> </ul>		
<b>2.3</b>	<p>Be able to represent features on a map</p> <p>Identify symbols used to represent features on a map</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how to fix bigger objects in a small box or task two or more boys and girls to sit on one chair</li> <li>Groups the learners and task them to discuss how to fix bigger object in a small area</li> <li>Task individual learner to suggest the symbols to be used when drawing maps.</li> </ul>	<p>Sketch map in the NCDC learner's book Pg11</p> <p>Environment</p> <p>Active geography learner's book Pg9</p>	
<b>3.1</b>	<p>Draw the sketch map of the school or the local areas</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how students are position in class on the black board.</li> <li>Group learners and task them to explore the school compound present it on a map</li> <li>Task individual learner to draw a map to a visitor showing the direction to their school</li> </ul>	<p>The school environment</p> <p>Pencil</p> <p>Rulers</p> <p>Drawing book</p> <p>Active geography learner's book Pg15-16</p>	
<b>3.2</b>	<p>To use and interpret symbols and identify features on a map using a key</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by either using the flash cards or the video clips with different symbols.</li> <li>Group learners and task them to discuss and identify features on the map using the key.</li> <li>Task learners to construct their own key from a map</li> </ul>	<p>Wall maps and a dictionary</p> <p>Atlas</p> <p>Writing tools</p>	

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			Active geography learner's book Pg16-17	
<b>3.3</b>	Identify qualities of a good map.	<ul style="list-style-type: none"> <li>• Introduce the lesson by either showing two students i.e. one with complete school uniform and another with non-uniform or uses the flash cards to demonstrate their qualities of a good map</li> <li>• Group learners and task them to discuss the qualities of a good map</li> <li>• Task individual learners to write a letter to a friend explaining how to draw the sketch map of the local area with the knowledge learnt from geography.</li> </ul>	NCDC Learners text books Pg11  Wall maps  Survey maps  Knowledge of the local area	
<b>4.1</b>	Identify different types of maps  Explain the different types of maps	<ul style="list-style-type: none"> <li>• Introduce the lesson by displaying different maps (globe, base map, survey map, atlases.)</li> <li>• Group learners and task them to analyze and differentiate the maps.</li> <li>• Task individual learners to write an essay of less than 300 words explaining the different types of maps.</li> </ul>	Atlas  Active geography learner's book Pg13-14  Sketch maps in the learner's text books	
<b>4.2</b>	Draw the sketch of the local area  Exhibit knowledge, skills and application of key concepts from the content covered	<ul style="list-style-type: none"> <li>• Introduce the lesson by demonstrating how to draw a sketch of an area and uses their classroom</li> <li>• Groups learners and ask them to draw a map to show a visitor how to get your school</li> <li>• Ask individual learners to draw a sketch map of their local area</li> </ul>	Writing tool  Drawing charts  Active geography teacher's guide Pg15-16	

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		<ul style="list-style-type: none"> <li>Give activity of integration to check knowledge, values, understanding, attitude and skills from the covered topic</li> </ul>	<p>School environment</p> <p>NCDC teacher's guide Pg12</p> <p>NCDC learner's book Pg11</p>	
<b>Theme:</b> Introduction to geography <b>Competency:</b> The learner knows the main features of the map and understand the differences between maps and realities				
<b>4.3</b> <b>Maps and their uses</b>	<p>Understand the meaning of scale</p> <p>Identify different types of scales</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how to use pacing in measuring the width and length of the classroom.</li> <li>Group the learners and task them to measure the width and the length of the classroom using different instruments</li> <li>Task individual learner to identify different types of scales</li> </ul>	<p>Linear scale</p> <p>Meter ruler</p> <p>Measuring tape</p> <p>Charts</p> <p>Pencils</p> <p>Foot ruler</p> <p>NCDC teacher's guide Pg21</p> <p>Active geography learner's book Pg26</p>	
<b>5.1</b>	<p>Measure the distance on the map using linear scale</p> <p>Suggest tools used for measuring distance on a map</p>	<p>learners out and demonstrate pacing of the width of the</p> <p>erent map using the linear scale</p> <p>y map</p>	<p>Linear scale in NCDC teacher's guide Pg21</p>	

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			<p>Measuring scale in active geography learner's book Pg26-29</p> <p>Meter ruler in active geography in learner's text book</p> <p>Foot rulers</p> <p>String</p> <p>Paces or strides</p> <p>Survey map</p>	
<b>5.2</b>	Use the pair of dividers to measure distance on the map	<ul style="list-style-type: none"> <li>• Introduce the lesson by demonstrating how to adjust the divider at different angles.</li> <li>• Group learners and task them to identify and measure an area on a survey map and transfer them to the linear scale</li> <li>• Task individual learner to find the distance of a road on a survey map</li> </ul>	<p>Pair of dividers in active geography learner's book Pg29, NCDC teacher's guide Pg19</p> <p>Foot rulers</p> <p>Pencils</p> <p>Manila charts</p>	
<b>5.3</b>	Use straight edge of paper to determine distance on a map.	<ul style="list-style-type: none"> <li>• Begin the lesson by showing different edges of papers that can be used to determine the distance on a map</li> <li>• Group learners and task them use a straight edge paper to determine distance on a survey map.</li> <li>• Task individual learner to determine a distance of a rail way on a survey map in their note book</li> </ul>	<p>Pencils</p> <p>Blank piece of paper with a straight edge</p>	



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<b>6.1</b>	Use threads to measure distance on a map.	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how to measure the size of the arm using the thread.</li> <li>Group the learners and task them to determine the distance of a road.</li> <li>Task individual learner to measure the distance of all-weather road on the survey map.</li> </ul>	<p>Meter rule</p> <p>Foot ruler</p> <p>Measuring tape</p> <p>Pencil</p> <p>Manila charts</p>	
<b>6.2</b>	<p>Use the linear scale to calculate the areas on a map.</p> <p>Differentiate between regular and irregular shape features</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing regular shaped and irregular shaped objects</li> <li>Group learners and task them to differentiate between regular and irregular objects</li> <li>Task individual learner to determine the distance of regular shaped objects on the survey map</li> </ul>	<p>Meter rule</p> <p>Survey map in active geography learner's guide Pg27-29</p> <p>Pencil</p>	
<b>6.3</b>	<p>Understand the use of grid lines in estimating areas on a map</p> <p>Use mathematical formula to calculate the areas on the map</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing the survey maps, grid lines.</li> <li>Group learners to identify the areas covered by a lake on a survey map</li> <li>Task individual learners to write a letter to a friend explaining how to use grid lines to calculate areas on the map</li> </ul>	<p>Survey map</p> <p>Calculator</p> <p>Mathematic table</p>	
<b>7.1</b>	Calculate the areas of regular features on a map	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating on how to calculate of regular shaped features.</li> <li>Group learners and task them to calculate the area of different regular objects.</li> </ul>	<p>Survey map</p> <p>Calculator</p>	

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		<ul style="list-style-type: none"> <li>Tasks individual learners to identify regular objects</li> </ul>	Sketch map in active geography learner's book Pg30-32	
<b>7.2</b>	Calculate areas of irregular features on a map	<ul style="list-style-type: none"> <li>Introduce the lesson by showing different irregular objects.</li> <li>Group learners to brainstorm on the features that the irregular objects contain.</li> <li>Tasks individual learners to calculate the areas covered by irregular objects.</li> </ul>	Survey map  Calculator  Sketch maps in active geography teacher's guide pg32	
<b>7.3</b>	Identify features and places on a map.  Use the grid references to identify features on a map.	<ul style="list-style-type: none"> <li>Introduce the lesson by showing learners different map that are already drawn.</li> <li>Group learners to discuss amongst themselves on how to use grid references to identify the features on a map</li> <li>Tasks the individual learners to identify man-made features existing on the map using the grid references</li> </ul>	Topographical maps learner's text book pg27-28  Calculator.  Pencil.	
<b>8.1</b>	Determine the direction on map using compass direction  Determine the direction or position of a place using bearing.	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating to learners on how to determine the direction of nearby areas around the school compound</li> <li>Group the learners and task them to determine the direction of the places on the map using the compass direction</li> <li>Task the individual learners to determine the direction of the places on a map using the bearing.</li> </ul>	Locally made compass point  NCDC teacher's guide pg28  Survey map  NCDC learner's textbook pg28  Magnetic compass	

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<b>8.2</b>	<p>Define latitudes and longitudes</p> <p>Use the latitudes and longitudes to locate places on the map</p> <p>Exhibit knowledge ,skills and application of key concepts from the content covered</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by illustrating and demonstrating in class how the lines run a cross the map and define latitudes and longitudes</li> <li>• Group individual learners and task them to identify and differentiate between the latitudes and longitudes</li> <li>• Task individual learners to explain how the latitudes and longitudes are used to locate places on the map</li> <li>• Give activity of integration to check knowledge ,values, understanding , attitude and skills from the covered topic</li> </ul>	<p>NCDC Learner's textbook Pg83-85</p> <p>Survey map</p> <p>Atlas</p> <p>Ball</p> <p>Globe</p>	
<p><b>Theme:</b> Introduction to geography</p> <p><b>Competency:</b> The learner understand geography through use of field work and photographs</p>				
<b>8.3</b>	<p>Identify the different ways of finding information about geography</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by telling a story of a student who liked escaping out of the dormitory and how the information reached him</li> <li>• Group individual learners to discuss the ways of finding out about people and places</li> <li>• Ask individual learners to suggest way of studying geography</li> </ul>	<p>NCDC Student's textbooks 34-35</p> <p>Pictures in Active Geography Pg 53</p> <p>Maps in learner's textbooks</p> <p>Internet</p> <p>Local environment</p>	
<b>9.1</b>	<p>Define field work</p> <p>Understand how to get the information from the field</p>	<ul style="list-style-type: none"> <li>• Introduce the topic by story telling a student who was caught outside the school and how the information circulated</li> </ul>	<p>Active geography Student textbook Pg53</p> <p>Local environment</p>	

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		<ul style="list-style-type: none"> <li>• Demonstrate how to use and apply the different techniques used in field work</li> <li>• Groups learner's and ask them to walk around the school compound as they identify both natural and man-made features in the area</li> <li>• Ask individual learners to use appropriate methods of recording information about the features observed</li> </ul>	<p>Chart</p> <p>Writing tools</p>	
<b>9.2</b>	<p>Explore the steps used in field work</p> <p>Formulate the topic of the study</p> <p>Formulate the objectives of the study</p>	<ul style="list-style-type: none"> <li>• Narrate a story about preparation of a journey</li> <li>• In groups, identify the activities carried out in preparation for fieldwork</li> <li>• Ask individual learners to identify the topic of study</li> </ul>	<p>Active geography Learners textbook pg54-55</p> <p>Sketch map</p> <p>Resource person</p> <p>Writing tools</p>	
<b>9.3</b>	<p>Identify tools to be used during the field work</p> <p>Identify the area of study</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by asking students to identify things used at home and at school</li> <li>• Explain how to identify the area of the study</li> <li>• Groups learners and ask them to identify the area of study</li> <li>• Task individual learners to state the topic of study</li> </ul>	<p>Writing tools</p> <p>Meter rule</p> <p>Measuring tape</p> <p>Magnetic compass</p> <p>Clip board</p>	

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<b>10.1</b>	<p>Identify the various methods used to collect data from the field</p> <p>Understand how to use various methods for collecting information</p>	<ul style="list-style-type: none"> <li>Explain how to get information from the local people on what they do.</li> <li>Groups learners and ask them to discuss various methods of data collection</li> <li>Task individual learner to explain how each method is used to collect information</li> </ul>	<p>Sample of questionnaire</p> <p>Measuring tape</p> <p>Writing tool</p> <p>Meter rule</p> <p>Video clip</p> <p>Internet</p>	
<b>10.2</b>	<p>Understand the steps in writing a field work report</p> <p>Analyze and present field work report.</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by story telling a school weekly reports and in line with a field report</li> <li>Groups and task them to discuss what a field report is.</li> <li>Task individual learners to write a fieldwork report</li> </ul>	<p>Student textbook writing tools</p> <p>Writing tools</p> <p>Field information gathered</p> <p>Audio visual media</p>	
<b>10.3</b>	<p>Define a photograph</p> <p>Identify ways of collecting geographical information from the photograph.</p>	<ul style="list-style-type: none"> <li>Introduce a lesson by exhibiting a photography of a mountain in the learners book</li> <li>Groups individual learners and ask them to write down a sentence describing what a photograph is.</li> </ul>	<p>Photograph in active geography learner's book pg63-65</p> <p>Pictures</p>	

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		<ul style="list-style-type: none"> <li>In groups, learners discuss ways of collecting geographical information using a photograph. Groups then use a photograph provided to identify geographical information.</li> </ul>	<p>Photographs in the learner's textbook pg63-70</p> <p>Writing tools</p> <p>Video clips</p>	
<b>11.1</b>	<p>List different types of photographs e.g. ground and aerial photographs</p> <p>Differentiate between ground and aerial photographs</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how to take photos at different angles using either the phone or the camera.</li> <li>Group learners and task them to discuss and state the characteristics of the photographs taken from different angles</li> <li>Task individual learner to categorize the photos into aerial and ground photograph</li> </ul>	<p>Camera or phone</p> <p>Photograph in active geography learner's book Pg58-60</p> <p>Teacher guide Pg64-71 active geography</p> <p>NCDC learner's book P39-41</p> <p>NCDC teacher's guide Pg42-43</p> <p>Writing tools</p>	
<b>11.2</b>	<p>Identify the characteristics of ground photographs.</p> <p>Identify the characteristics of aerial photographs</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing different photographs taken at various angles</li> <li>Group the learner and task them to discuss the characteristics of aerial photograph</li> <li>Task individual learners to write a letter to a photographer explaining to him the characteristic of aerial photograph.</li> </ul>	<p>Photograph in active geography learner's book Pg58-60</p> <p>Writing tools</p> <p>Video clip</p> <p>Internet</p>	

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<b>11.3</b>	<p>Identify parts of photographs</p> <p>State the characteristics of each part of the photograph</p>	<ul style="list-style-type: none"> <li>• Begin the lesson by folding the photograph in six parts</li> <li>• Group the learners and task them to discuss and identify the characteristics of each part</li> <li>• Task the learner to write a paragraph of five lines explaining feature at different parts of a photograph.</li> </ul>	<p>Photographs in active geography learner's book Pg66-67</p> <p>NCDC learner's book Pg42</p> <p>Writing tool</p>	
<b>12.1</b>	<p>Know the terms used to describe the different parts of the photograph</p> <p>Describe the areas on the photograph</p>	<ul style="list-style-type: none"> <li>• Begins the lesson by drawing lines on a photograph.</li> <li>• Task learners in group to discuss and identify features and terms used when describing parts of the photograph</li> <li>• Task individual learner to fill in the missing words used to describe different parts of a photograph</li> </ul>	<p>Photograph in active geography learner's book Pg66-67</p> <p>NCDC learner's book Pg42</p> <p>Writing tools</p>	
<b>12.2</b>	<p>Identify the steps used for a sketch of a photograph</p> <p>Draw a sketch from the photograph</p> <p>Exhibit knowledge ,skills and application of key concepts from the content covered</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by showing the sketch map</li> <li>• Group learners and task them to identify the qualities of a good map and steps</li> <li>• Task individual learner to draw the sketch of the photograph</li> <li>• Give activity of integration to check knowledge, values, understanding, attitude and skills from the covered topic</li> </ul>	<p>Photograph in active geography learner's book Pg69</p> <p>Drawing materials</p> <p>NCDC learner's book Pg44</p>	

**Subject:** Geography **Class:** S.1  
**Time allocation:** 3 periods a week

**Term:** TWO

**Teacher's Name:**

## SCHEME OF WORK

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning.  
Ensure your lessons provide regular and extended opportunities for independent practice.

### YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

WEEK SUBTOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/LEARNING RESOURCES	Y P R
<b>Theme:</b> Introduction to geography				
<b>Competency:</b> The learner understands the relationship between the sun and the Earth and the effects that they have on our lives				
<b>1.1</b> <b>The Earth and its movements</b>	Define the earth  To understand the relationship between the Sun and the Earth	<ul style="list-style-type: none"> <li>Introduce the lesson by showing the globe to students.</li> <li>Group the learners and task them to discuss and state the relationship between the Sun and the Earth.</li> <li>Task individual learners to model the shape of the Earth.</li> </ul>	The picture of a globe in the active geography learner's book Pg74-76  Internet  A model showing the shape of the Earth in active geography learner's book Pg8	
<b>1.2</b> <b>The Earth and its movements</b>	Be able to draw the diagram showing the relationship between the Earth and sun rays	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how the Earth rotates by using the globe.</li> <li>Group learners and task them to discuss and explain the relationship between the Earth and the sun rays.</li> <li>Get feedback from each group and then learners make their own notes.</li> </ul>	Globe in active geography learner's book Pg76  NCDC Learner's textbook Pg47-51  Source of light as it's illustrated in active geography learner's book Pg78-79	
<b>1.3</b>	The learner should be able to understand how the rotation of Earth causes day and night	<ul style="list-style-type: none"> <li>Introduce the lesson by spinning the globe or ball for learners to see how the Earth rotates.</li> </ul>	Globe or ball  NCDC learner's book Pg47	



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<b>The Earth and it's movements</b>		<ul style="list-style-type: none"> <li>Group learners and task them to discuss how rotation of the Earth causes day and night.</li> <li>Task learners to write a letter to a friend explaining why we have day and night.</li> </ul>	<p>Active geography learner's book Pg74-78</p> <p>Writing tools</p> <p>Source of light</p>	
<b>2.1 The Earth and it's movements</b>	The learners should be able to understand why different places have different times	<ul style="list-style-type: none"> <li>Begin the lesson by demonstrating using the globe why different parts of the Earth receive different amounts of light at the same time.</li> <li>Asks learners to read the text before they can do Activity in the learners' book. Task them to explain the months and seasons they suggest. (re that every learner participates in the activity and comes up with an individual write-up.</li> <li>Why is the Earth Divided into Zones with Different Temperatures</li> </ul>	<p>Globe as illustrated in active geography learner's book Pg83-85</p> <p>Locally made ball</p> <p>Writing tools</p> <p>A sketch map of the world as illustrated in NCDC learner's book Pg51-52</p>	
<b>2.2. The Earth and it's movements</b>	Learners should be able to locate the Greenwich Meridian	<ul style="list-style-type: none"> <li>Introduce the lesson with a recap (starter activity) and demonstration.</li> <li>Ask the to reflect on their observation.</li> <li>Group learners and task them to explain the reasons for the use of Greenwich mean time to determine time zone.</li> <li>Task learners to model a local ball and indicate the lines of longitude and Greenwich meridian.</li> <li>Task individual learners to draw a similar diagram to demonstrate the model indicate the lines of longitude and Greenwich meridian</li> </ul>	<p>Globe as illustrated in active geography learner's book Pg83-85</p> <p>Locally made ball</p> <p>Writing tools</p> <p>A sketch map of the world as illustrated in NCDC learner's book Pg51-52</p>	

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<b>2.3.</b>  <b>The Earth and it's movements</b>	The learners should be able to calculate time using longitude.	<ul style="list-style-type: none"> <li>• Begin the lesson by demonstrating using the globe how places determine time from the Greenwich mean time.</li> <li>• Group learners and task them to calculate the different times for different locations using the line of longitude</li> <li>• Task individual learner to find the local time at longitude 35 degrees W when the local time at Greenwich lies along the prime meridian is 12 noon</li> </ul>	Calculators  Globe found in the NCDC learner's book Pg50  Ball  Writing tools  Internet  World map showing time zones in active geography learner's book Pg86	
<b>3.1</b> <b>The Earth and it's movements</b>	The learners should be able to appreciate how the movement of the Earth in relation to the Sun affects way of life	<ul style="list-style-type: none"> <li>• Introduce the lesson by either telling a story about farming practiced by their parents during different seasons or take learners to observe their local environment.</li> <li>• Group learners and task them to share their experience and compare it with experiences from the past e.g. grandparents experience.</li> <li>• Task learners to write a letter to their parents informing them about the changes in seasons and weather patterns</li> </ul>	Active geography learner's book Pg85  NCDC learner's book Pg85  Internet  Writing tools	
<b>3.2</b> <b>The Earth and it's movements</b>	Exhibit knowledge, skills and application of key concepts from the content covered	Administers Aol with clear instructions		
<b>3.3</b>	Revision /remedial	Administers Aol with clear instructions		

SCHEME OF WORK

<b>The Earth and it's movements</b>				
<b>Theme:</b> Introduction to geography <b>Competency:</b> The learner understands the main elements of the weather, their causes and how to measure them				
<b>4.1 Weather and climate</b>	Define weather and climate	<ul style="list-style-type: none"> <li>Introduce the topic while outside the classroom, using the existing weather condition and or/pictures</li> <li>Task students to reflect on observations made following questions posed by the teacher. Compare the days weather condition with that of yesterday.</li> <li>Individual learners write notes in their books.</li> <li>In groups, task learners to discuss the definition of weather and share their findings.</li> <li>Review their answers and come up with a standard definition to take note of.</li> </ul>	Local environment  NCDC learner's book Pg55-59  NCDC teacher's guide Pg59-63  Active geography learner's book Pg90  Pictures  Table showing climate	
<b>4.2 Weather and climate</b>	List the weather elements	<ul style="list-style-type: none"> <li>Use a starter activity to reflect on the previous lesson.</li> <li>Introduce lesson with pictures from the learner's textbook on weather elements. .</li> <li>Group learners and task them to list down the weather elements they have observed and what they know.</li> </ul>	Local environment  NCDC learner's book Pg55-59  NCDC teacher's guide Pg59-63  Active geography learner's book Pg90  Pictures  Table showing climate	

SCHEME OF WORK

<p><b>4.3</b></p> <p><b>Weather and climate</b></p>	<p>Differentiate between weather and climate</p>	<ul style="list-style-type: none"> <li>• Use a starter activity to reflect on the previous lesson and introduce the lesson with a case study/short story in relation to climate and weather.</li> <li>• Task learners in pairs to reflect on the case study/story and answer questions through a brainstorm session.</li> <li>• Discuss the pattern of weather in a year in the area where you live, pointing out seasonal changes.</li> <li>• Wrap up the activity by pointing out that the pattern of weather a place has over a long period of time is called its climate.</li> <li>• Individually, ask them to differentiate between weather and climate. Put answers in the notebook.</li> </ul>	<p>NCDC learner's book Pg55-59</p> <p>NCDC teacher's guide Pg59-63</p> <p>Active geography learner's book Pg90</p> <p>Case study/story</p>	
<p><b>5.1</b></p> <p><b>Weather and climate</b></p>	<p>Identify different weather conditions</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by using video/ flash cards/ pictures of different weather conditions.</li> <li>• Task students to reflect on observations made.</li> <li>• Group learners and task them to discuss the different weather conditions experienced in the local area</li> <li>• Task individual learners to write a paragraph of at least four lines describing the weather condition in each photograph</li> </ul>	<p>Pictures</p> <p>Active geography teacher's guide Pg86-87</p> <p>Active geography learner's book Pg92</p> <p>Local environment</p> <p>Internet</p>	

SCHEME OF WORK

<b>5.2</b>  <b>Weather and climate</b>	Understand precipitation  Identify different types of precipitation	<ul style="list-style-type: none"> <li>Introduce the lesson by either showing a video clip of rainfall or show pictures of different forms of rainfall.</li> <li>Task learners in groups to discuss the different types of rainfall in the picture or video clips and share answers.</li> <li>Task the learners to research the definition of rainfall or precipitation</li> </ul>	Video clip  Pictures in NCDC learner's book Pg58-59  Internet  Local environment  Writing tools	
<b>5.3</b>  <b>Weather and climate</b>	Understand temperature	<ul style="list-style-type: none"> <li>Introduce the lesson by showing hot objects or food and cold objects</li> <li>Group the learners and task them to feel the objects and discuss their feeling with the rest of the class.</li> <li>Task the learners to write the definition of temperature</li> </ul>	Hot object  Ice cream/something cold  Thermometer  Writing tools	
<b>6.1</b>  <b>Weather and climate</b>	The learner should be able to identify the instruments used for recording different weather elements	<ul style="list-style-type: none"> <li>Begin the lesson by showing either the instruments or photos of the instruments used to record weather elements.</li> <li>Task the learners in groups to identify the instruments and discuss their uses.</li> <li>Task the individual learning to draw a table showing the weather elements and instrument for recording</li> </ul>	Locally made rain gauge  Thermometer  Locally made wind gauge  Sunshine recorder	
<b>6.2</b>	The learner should be able to design a weather log	<ul style="list-style-type: none"> <li>Introduce the lesson by showing the recorded elements of weather.</li> <li>Group the learners and task them to design a weather log and share it with the class.</li> <li>Task individual learners to design and do project work on recording temperature and rainfall for one month.</li> </ul>	Table showing recorded elements  Meter rule  Writing tools	

SCHEME OF WORK

<b>6.3</b>	Understand the measurement of rainfall	<ul style="list-style-type: none"> <li>• Introduce the lesson by showing the rain gage or the photo of one.</li> <li>• Group the learners and task them to discuss plans and make a simple rain gauge using the local materials.</li> <li>• Task learners to measure the amount of rainfall and record it in their weather logs.</li> <li>• Presentations to be made in the next lesson</li> </ul>	Locally made rain gage  Bottles  Masking tape  Rain gauge  Internet	
<b>7.1</b>	Measure and record rainfall	<ul style="list-style-type: none"> <li>• Recap the previous lesson through a starter activity.</li> <li>• Guide learners on how they will make group presentations, using a checklist of on how to make a presentation.</li> <li>• Conclude lesson with key issues requiring emphasis.</li> </ul>	Locally made rain gage  Bottles  Masking tape  Rain gauge  Internet	
<b>7.2</b>	The learner should be able to measure and record temperature	<ul style="list-style-type: none"> <li>• Introduce the lesson by showing the thermometer to the class.</li> <li>• Group learners and task them to record the room temperature and the temperature outside and share these findings.</li> <li>• Task the learners to record the temperature at the start of the day from morning, afternoon and evening and record them in their weather logs.</li> </ul>	Thermometer  Local environment  Weather log	
<b>7.3</b>	The learner should be able to measure and record atmospheric pressure or air pressure	<ul style="list-style-type: none"> <li>• Introduce the lesson by showing either the aneroid barometer, a mercury barometer or glass and water.</li> </ul>	Barometer  Glass and water	

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		<ul style="list-style-type: none"> <li>Group the learners and task them to measure and record atmospheric pressure.</li> <li>Task learners to measure and record the pressure of a day and record in their weather logs</li> </ul>	Measuring cylinders  Internet  Weather log  Local environment	
<b>8.1</b>	The learner should be able to understand how to measure and record sunshine	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating using the hand lens how the sun rays burn papers</li> <li>Group learners and task them to discuss how to measure and record sunshine</li> <li>Task the learners to measure and record the amount of sunshine of a day and record in their books.</li> </ul>	Hand lens  Sunshine recorder or campbel stock  Local environment  Weather log	
<b>8.2</b>	The learner should be able to understand how to measure and record the direction of wind	<ul style="list-style-type: none"> <li>Begin the lesson by either showing the photo or a wind vane or show the locally made wind vane or demonstrate how an object responds to wind blowing.</li> <li>Task learners in groups to discuss how wind vanes are used to measure and record wind direction.</li> <li>Task individual learners to make own local wind vanes using the local materials.</li> </ul>	Wind vane  Locally made wind vane  Photos of wind vane in NCDC learner's book Pg60  Internet	
<b>8.3</b>	The learners should be able to understand how to measure and record the speed of the wind	<ul style="list-style-type: none"> <li>Begin the lesson by showing either locally made anemometer or photos of them.</li> <li>Group learners and task them to prepare a simple anemometer and discuss how they speed of wind is measured.</li> </ul>	Simple anemometer  NCDC Student textbook Pg60  Photograph	

SCHEME OF WORK

		<ul style="list-style-type: none"> <li>Task learners to measure and record speed of wind in a day in their weather logs.</li> </ul>	Available materials for making anemometers	
<b>9.1</b>	<p>Define cloud</p> <p>Explain the different types of cloud</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing photograph of clouds</li> <li>Group learners and task them to move outside and observe the sky, discuss the different types of cloud observed in the sky.</li> <li>Task individual learners to draw a table identifying the types of cloud and their characteristics.</li> </ul>	<p>Local environment</p> <p>Active geography student's book Pg104</p> <p>Internet</p> <p>Library</p> <p>Pictures of clouds in active geography learner's book Pg104, teacher's guide Pg99</p>	
<b>9.2</b>	<p>Understand the positive and negative effects of weather on their lives and those of their community</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing flash cards showing different activities of man.</li> <li>Group learners and task them to discuss the effects of climate on these activities and on their lives.</li> <li>Task individual learners to write a letter to their LC1 informing them about the effects of weather and climate on their community</li> </ul>	<p>Photograph in active geography learner's book Pg107-108, teacher's guide Pg101-103</p> <p>NCDC learner's book Pg70</p> <p>Internet</p> <p>Local environment</p>	
<b>9.3</b>	<p>Exhibit knowledge's skills and application of key concepts from the content covered</p>	Administer Aol with clear instructions		
<p><b>Theme:</b> Introduction to East Africa</p> <p><b>Competency:</b> The learner knows the countries that make up East Africa: their comparative sizes in area and population and main relief regions that they are divided into</p>				



SCHEME OF WORK

<b>10.1</b> <b>Location, size and relief regions of East Africa</b>	<p>Define East Africa</p> <p>Understand and identify countries in East Africa</p> <p>Draw a sketch map of East Africa and its location</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by naming districts making up Uganda and relate it to countries in East Africa.</li> <li>Group the learners and task them to identify in their groups countries making up East Africa and their location.</li> <li>Task individual learners to draw a sketch map showing its location and major features.</li> </ul>	<p>Atlas</p> <p>Pencils</p> <p>Maps in the NCDC learner's book PG75</p> <p>Active geography learner's book Pg111-113, teacher's guide 110-115</p>	
<b>10.2</b> <b>Location, size and relief regions of East Africa</b>	<p>Appreciate and understand that East African countries vary greatly in area and population</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by explaining variations that East African countries have in population size.</li> <li>Group learners to brainstorm on the areas and populations of East African countries.</li> <li>Task individual learners to draw a sketch map and locate regions in East Africa</li> </ul>	<p>Atlas</p> <p>Internet</p> <p>Writing resources</p> <p>NCDC teacher's guide</p> <p>Active geography learner's book and teacher's guide</p>	
<b>10.2</b> <b>Location, size and relief regions of East Africa</b>	<p>Understand and know the East African countries and their approximate population and area</p> <p>Suggest other countries that have recently joined East Africa</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by displaying the sketch map to explain the countries in East Africa.</li> <li>Group learners to discuss on how the population increases in East Africa and the total land areas.</li> <li>Task individual learners to suggest countries that have newly joined East Africa and that bring variations in population.</li> </ul>	<p>Atlas</p> <p>Pencils</p> <p>Manila charts</p> <p>Sketch map in active geography learner's book Pg112</p>	
<b>10.3</b> <b>Location, size and relief</b>	<p>Identify and explain regions where there is a contour or has been a contour and it's use</p> <p>contours to show features</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by displaying various audio-visual media and demonstrate how contours exist on a sketch map</li> </ul>	<p>Survey map in active geography learner's book Pg120</p> <p>Video clip</p>	

SCHEME OF WORK

<b>regions of East Africa</b>		<ul style="list-style-type: none"> <li>Group the learners and task them to find places using contours on the map extract</li> <li>Task individual to draw a sketch map of east Africa showing areas with high population</li> </ul>	Photograph of contours in active geography learner's book Pg119	
<b>11.1</b>	<ul style="list-style-type: none"> <li>Assesses acquisition of knowledge, values, understanding, attitude and skills from the covered topic</li> </ul>	Administers activity of Integration, with clear instructions		
<b>11.2 - 12</b>	Weeks 11 and 12 should be used for catching up on delayed content, revision, remedial lessons marking and end of term report card preparation			

**Subject:** Geography    **Class:** S.1    **Term:** THREE    **Teacher's Name:**  
**Time allocation:** 3 periods a week

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning.  
 Ensure your lessons provide regular and extended opportunities for independent practice.

**YPR:**

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

WEEK SUBTOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/LEARNING RESOURCES	Y P R
<b>Theme:</b> Introduction to East Africa				

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<b>Competency:</b> The learner understands how each of the main types of landforms in East Africa were formed and the main types of rocks, and the main features of drainage.				
<b>1.1</b> <b>Formation of major landforms and drainage in East Africa</b>	<p>Define a landform</p> <p>List and describe different types of landforms</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating and illustrating different pictures in class of landforms.</li> <li>In groups, learners identify various types of landforms.</li> <li>Task individual learners to draw a sketch map of East Africa showing the major landforms.</li> </ul>	<p>NCDC textbook for teachers Pg85-87</p> <p>NCDC learner's book Pg76-94</p> <p>Active geography learner's book Pg126,teacher,s guide Pg123-154</p> <p>Internet</p> <p>Projector to show images</p> <p>Journals</p>	Y P R
<b>1.2</b>	<p>Define a 'rock'</p> <p>List the types of rocks</p> <p>Draw a sketch map to locate areas with rock formations in East Africa</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing pictures of displaying samples of types of rocks</li> <li>Group learners and task them to identify different types of rocks.</li> <li>Task individual learners t draw a sketch map showing areas of major rock formations in East Africa</li> </ul>	<p>Internet</p> <p>Local environment/rock samples</p> <p>Writing materials</p> <p>NCDC teacher's guide</p> <p>NCDC learner's book</p> <p>Active geography teacher's guide</p> <p>Active geography learner's book Pg131</p>	
<b>1.3</b>	Define an 'Igneous rock'	<ul style="list-style-type: none"> <li>Introduce the lesson by illustrating and demonstrating how Igneous rocks are formed.</li> </ul>	ICT	

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	<p>Explain how Igneous rocks are formed'</p> <p>Identify the characteristics of Igneous rocks</p>	<ul style="list-style-type: none"> <li>Group learners and task them to explain how Igneous rocks are formed.</li> <li>Task individual learners to identify and list the characteristics of Igneous rocks</li> </ul>	<p>Active geography learner's book Pg127</p> <p>NCDC teacher's guide Pg90</p> <p>NCDC learner's book Pg82</p> <p>Journals</p> <p>Illustrations on the charts</p> <p>Writing materials</p>	
<b>2.1</b>	<p>Differentiate between intrusive igneous rocks and extrusive igneous rocks.</p> <p>Draw and illustration of intrusive and extrusive igneous rocks</p>	<ul style="list-style-type: none"> <li>Introduce lesson by narrating a common example of how things can be intrusive or extrusive.</li> <li>Group learners to brainstorm on the differences between intrusive and extrusive landforms.</li> <li>Task individual learners to draw a sketch of intrusive and extrusive landforms</li> </ul>	<p>Internet</p> <p>Journals</p> <p>Local environment</p> <p>NCDC learner's book Pg82</p> <p>Active geography learner book Pg127</p>	
<b>2.2</b>	<p>Define metamorphic rock</p> <p>Explain how metamorphic rock is formed</p> <p>Draw an illustration of metamorphic rocks</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by sharing an example to explain how metamorphic rock is formed.</li> <li>Group learners to discuss and explain what metamorphic rock is and how it is formed.</li> <li>Task learners to draw illustrations to show how metamorphic rock is formed.</li> </ul>	<p>Journals</p> <p>Active geography learner's book Pg126-129</p> <p>NCDC teacher's guide Pg85-92</p>	
<b>2.3</b>	<p>Define sedimentary rocks</p> <p>Identify different categories of sedimentary rocks</p>	<ul style="list-style-type: none"> <li>Introduce a lesson by demonstrating how erosion takes place in the local area.</li> <li>Group learners to brainstorm on the different categories of sedimentary rocks.</li> </ul>	<p>Journals</p> <p>Intern Active geography learner's book Pg126-129</p>	

SCHEME OF WORK

	Draw an illustration of sedimentary rocks	<ul style="list-style-type: none"> <li>Task individual learners to draw illustrations of sedimentary rocks.</li> </ul>	NCDC teacher's guide Pg85-92	
<b>3.1</b>	<p>Understand the relationship between drainage and landforms.</p> <p>Identify landforms in photographs.</p>	<ul style="list-style-type: none"> <li>Introduce lesson by explaining how hills and valleys are formed.</li> <li>Group learners to identify the relationship between drainage and landforms</li> <li>Task learners to identify different land forms on the photographs and list them in their books.</li> </ul>	<p>Active geography learner's book Pg129-131</p> <p>NCDC teacher's guide</p> <p>Illustrations</p> <p>Internet</p>	
<b>3.2</b>	<p>Understand the concepts of plate tectonics</p> <p>Explain how tectonics led to the formation of land forms.</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by sharing a relatable example of how things can shift/move and lead to changes.</li> <li>Group the learners to discuss how tectonics act on the layers of the Earth's crust.</li> <li>Task learners to individually draw an illustration on formation of tectonic land forms.</li> </ul>	<p>Illustrations</p> <p>Internet</p> <p>Active geography learner's book Pg133</p> <p>A map of East Africa showing drainage features</p> <p>NCDC teacher's guide Pg 51-58</p>	
<b>3.3</b>	<p>Understand the formation of the rift valley.</p> <p>Identify forces that led to the formation of the rift valley.</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by sharing a story or example around a force that causes a reaction. They then relate this to geo-chemical reactions/forces.</li> <li>Group learners to discuss how forces led to the formation of the rift valley.</li> <li>Task learners individually to define what the rift valley is and the process that led to its formation.</li> </ul>	<p>Illustration</p> <p>Internet</p> <p>Active geography learner's book Pg136</p> <p>NCDC teacher's guide</p>	
<b>4.1</b>	Draw illustrations on how the rift valley was formed.	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how the valley was formed.</li> </ul>	Internet	

SCHEME OF WORK

	Identify the areas affected by the Rift Valley in East Africa.	<ul style="list-style-type: none"> <li>Group learners to discuss amongst themselves how to draw and illustrate formation of rift valleys.</li> <li>Task individual learners to write in their books the areas affected by the rift valley.</li> </ul>	Active geography learner's book Pg137  NCDC teacher's guide	
<b>4.2</b>	<p>Explain the importance of rift valley areas to the people living around them.</p> <p>Identify problems facing people living around the rift valley areas.</p> <p>Suggest possible solutions to the identified problems.</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by narrating how people living near the rift valley enjoy benefits.</li> <li>Group learners to discuss the importance of the rift valley for those that live there.</li> <li>Task individual learners to identify the problems faced by people living around the rift valley regions.</li> </ul>	<p>Maps</p> <p>Active geography learner's book Pg163</p> <p>NCDC teacher's guide</p> <p>Internet</p>	
<b>4.3</b>	<p>Define earthquakes</p> <p>Suggest areas in East Africa where earthquakes can occur.</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by narrating how cracks can develop in a dry area that was formerly waterlogged.</li> <li>Group learners to discuss hoe earthquakes occur.</li> <li>Task learners to identify areas in East Africa that are prone to earthquakes</li> </ul>	<p>Maps</p> <p>Active geography learner's book Pg136</p> <p>NCDC teacher's guide Pg96</p> <p>Picture of earthquake in NCDC teacher's guide Pg96</p>	
<b>5.1</b>	<p>Define vulcanicity</p> <p>Explain how vulcanicity occurs</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by displaying pictures and projecting how eruption occurred in a certain country or areas.</li> <li>Group learners to discuss the differences between vulcanicity and volcanic activity.</li> <li>Task learners individually to identify the similar features between vulcanicity and volcanic activity.</li> </ul>	<p>Internet</p> <p>Active geography learner's book Pg138</p> <p>NCDC teacher's guide Pg99</p>	
<b>5.2</b>	Explain how volcanic eruptions take place.	<ul style="list-style-type: none"> <li>Introduce the lesson by illustrating how vulcanicity occurs then leads to volcanic activity.</li> </ul>	Active geography learner's book Pg139-141	

SCHEME OF WORK

	<p>Identify the features of volcanoes</p> <p>Draw an illustration of a volcano</p>	<ul style="list-style-type: none"> <li>Group learners to explain how volcanic eruptions take place.</li> <li>Task individual learners to identify the features of volcanoes.</li> </ul>	<p>NCDC teacher's guide Pg100-101</p> <p>Internet</p>	
<b>5.3</b>	<p>Draw an illustration showing a volcano</p> <p>Identify the advantages of volcanic landforms</p> <p>Suggest the disadvantages of volcanic landforms</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by illustrating and demonstrating the flow of magma.</li> <li>Group learners to brainstorm and discuss the advantages and disadvantages of volcanic mountains.</li> <li>Task individual learners to suggest the disadvantages of volcanic mountains.</li> </ul>	<p>Internet</p> <p>Active geography learner's book Pg140-141</p> <p>NCDC teacher's guide Pg100</p> <p>Journals</p>	
<b>6.1</b>	<p>Identify landforms formed by volcanic eruptions.</p> <p>Explain the key features of landforms formed by volcanic eruptions.</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by narrating a story on how a hot liquid can cause burns on the skin and relate it to magma.</li> <li>Group learners to brainstorm on the features formed as a result of a volcanic eruption.</li> <li>Task learners individually to write their own notes on the key features of landforms formed by volcanic eruptions.</li> </ul>	<p>Internet</p> <p>Active geography learner's book Pg138-142</p> <p>NCDC teacher's guide Pg99-101</p>	
<b>6.2</b>	<p>Define 'warping'</p> <p>Differentiate between up and down warping</p> <p>Draw illustrations showing up and down warping</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by demonstrating how plateau areas and rivers are formed.</li> <li>Group learners to discuss the differences between up and down warping.</li> <li>Task learners individually to draw an illustration of up and down warping.</li> </ul>	<p>Active geography learner's book Pg142-143</p> <p>NCDC teacher's guide Pg102</p> <p>Internet</p>	
<b>6.3</b>	<p>Identify possible causes of warping</p> <p>States the areas in East Africa where faulting took place.</p>	<ul style="list-style-type: none"> <li>Begin the lesson by illustrating how faulting occurs.</li> <li>Group learners to suggest possible causes of warping.</li> <li>Task individual learners to identify areas where faulting took place in East Africa</li> </ul>	<p>Active geography learner's book Pg142-143</p> <p>NCDC teacher's guide Pg102</p> <p>Internet</p>	

SCHEME OF WORK

<b>7.1</b>	<p>Define a 'river'</p> <p>Identify areas in East Africa where rivers are found.</p> <p>Draw a sketch map of East Africa showing rivers and lakes</p>	<ul style="list-style-type: none"> <li>Start by discussing local areas where water concentrates (e.g. water logged areas).</li> <li>Group learners to identify areas where rivers are found in East Africa.</li> <li>Task individual learners to draw a sketch map of East Africa showing rivers and lakes.</li> </ul>	<p>Internet</p> <p>Active geography learner's book Pg147-150</p> <p>NCDC teacher's guide</p> <p>Sketch map of East Africa showing rivers in active geography learner's book Pg131</p> <p>Journals</p>	
<b>7.2</b>	<p>Define erosional features</p> <p>List different categories of erosion</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by sharing an example of how water can wash dirt from our bodies.</li> <li>Group learners to brainstorm what 'erosion' is and different categories of erosion.</li> <li>Task learners to draw illustrations on erosional features</li> </ul>	<p>Maps</p> <p>Active geography learner's book Pg149</p> <p>NCDC teacher's guide</p> <p>Internet</p>	
<b>7.3</b>	<p>Explain the effects of erosion to the soil</p> <p>Identify the features formed by erosion.</p> <p>Draw illustrations of features formed by erosion</p>	<ul style="list-style-type: none"> <li>Begin the lesson by illustrating how erosion destroys/affects hilly slopes.</li> <li>Group the learners to discuss the effects of erosion on the land.</li> <li>Task individual learners to identify features formed by erosion.</li> </ul>	<p>Active geography learner's book Pg149</p> <p>NCDC teacher's guide</p> <p>Journals</p> <p>Writing resources</p>	
<b>8.1</b>	<p>Define glaciation</p> <p>Understand and explain how glaciation takes place</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by sharing an example of a very cold refrigerator with cold soda and then links this to glaciation.</li> </ul>	<p>Internet</p> <p>Maps</p>	



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	Understand where glaciation takes place	<ul style="list-style-type: none"> <li>Group learners and task them to discuss and explain how glaciation takes place.</li> <li>Task individual learners to list areas affected by glaciation.</li> </ul>	Active geography learner's book NCDC teacher's guide	
<b>8.2</b>	<p>Define glacial erosion</p> <p>Identify features formed by glacial erosion</p> <p>Illustrate the features formed by glacial erosion</p>	<ul style="list-style-type: none"> <li>Start the lesson by illustrating and demonstrating how glacial erosion occurs.</li> <li>Group learners and task them to identify features formed by glacial erosion.</li> <li>Task individual learners to draw illustrations on their notebooks on features formed by glacial erosion.</li> </ul>	Active geography learner's book Pg160-161 NCDC teacher's guide Internet	
<b>8.3</b>	<p>Define glacial deposition</p> <p>Identify features with glacial deposition</p> <p>Draw illustrations of features formed by glacial deposition</p>	<ul style="list-style-type: none"> <li>Share a practical example of friction and gravitational force and link this to glacial deposition.</li> <li>Task learners in groups to identify features created by glacial erosion</li> <li>Task individual learners to draw an illustration of features formed by glacial deposition.</li> </ul>	Internet Map Active geography learner's book Pg161-162 NCDC teacher's guide	
<b>9.1</b>	Identify advantages and disadvantages of glaciation	<ul style="list-style-type: none"> <li>Start the lesson by displaying illustrations to attract the attention of learners.</li> <li>Group learners to discuss and brainstorm the advantages of glaciated areas.</li> <li>Task individual learners to state the advantages and disadvantages of glaciation in their exercise books.</li> </ul>	Maps Active geography learner's book Pg163-165 NCDC teacher's guide	
<b>9.2</b>	<p>Suggest the possible solutions to the problems faced in glaciated areas</p> <p>Exhibit knowledge, skills and application of key concepts from the content covered</p>	<ul style="list-style-type: none"> <li>Begin the lesson by displaying illustrations of glaciers</li> <li>In groups learners are tasked to brainstorm possible solutions to the problems faced in glaciated areas</li> </ul>	Active geography learner's book NCDC teacher's guide	

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		<ul style="list-style-type: none"> <li>Give activity of integration to check knowledge ,values, understanding , attitude and skills from the covered topic</li> </ul>	<p>Pictures of glaciers in active geography learner's book Pg160</p>	
<p><b>Theme:</b> Introduction to East Africa  <b>Competency:</b> The learner understands the main types of climate in East Africa and how the climate influences the vegetation, appreciating as a natural resource which can be used to benefit the present and future generation.</p>				
<p><b>9.3</b>  <b>Climate and natural vegetation of East Africa</b></p>	<p>Define climate</p> <p>State or identify different climates of East Africa</p>	<ul style="list-style-type: none"> <li>Start the lesson by either showing a video clip or show photographs of different climatic zones of East Africa. The teacher could also discuss the climate in the local area with the learners.</li> <li>Group learners and task them to discuss the different types of climate of East Africa.</li> <li>Task the learners to write the meaning of climate in their notebook.</li> </ul>	<p>Photographs in NCDC teacher's guide Pg60</p> <p>Local environment</p> <p>Video clips</p> <p>Active geography learner's book Pg168</p>	
<p><b>10.1</b></p>	<p>Define the equatorial type of climate</p> <p>State the characteristics of equatorial climate.</p> <p>Draw and label areas with equatorial climates in East Africa</p>	<ul style="list-style-type: none"> <li>Begin the lesson by using their flash cards and showing different photographs or equatorial climate.</li> <li>Group the learners and task them to discuss the characteristics of equatorial climates.</li> <li>Task the learners to draw a sketch map showing areas with equatorial climate</li> </ul>	<p>Sketch map</p> <p>Active geography learner's book Pg127</p> <p>NCDC teacher's guide Internet</p>	
<p><b>10.2</b></p>	<p>Be able to represent the statistics of equatorial climate on the graph</p>	<ul style="list-style-type: none"> <li>Display different tables and graphs showing the climate.</li> <li>Learners are grouped and tasked to draw a graph to represent the data collected from a weather station.</li> <li>Task individual learners to draw a graph to show the climate of equatorial regions.</li> </ul>	<p>Newspapers</p> <p>Active geography learner's book Pg168-169</p> <p>NCDC teacher's guide Pg119</p>	

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			Statistical climate tables on Pg169-170 in the active geography learner's book	
<b>10.3</b>	<p>Define 'montane' climate</p> <p>Understand the characteristics of montane climate</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by either taking learners outside to observe the mountain or hills near by or showing photographs of mountains.</li> <li>• Group learners and task them to discuss the characteristics of montane climate.</li> <li>• Task individual learners to draw a diagram to represent the arrangement of montane climates.</li> </ul>	<p>Montane climates</p> <p>Active geography learner's book Pg179-181</p> <p>NCDC teacher's guide</p> <p>A sketch map East Africa showing montane climate in learner's book Pg180 in active geography</p>	
<b>11.1</b>	<p>Define semi-arid and arid climates</p> <p>Explain the characteristics of arid and semi-arid climates of East Africa</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by telling a story about hunting in the dry season.</li> <li>• Group learners and task them to discuss the characteristics of a semi-arid and arid climate in East Africa</li> <li>• Task the learners to draw the sketch map showing areas experiencing semi-arid and arid climates</li> </ul>	<p>Active geography learner's book Pg187-188</p> <p>NCDC teacher's guide</p> <p>Local environment</p> <p>Photography in active geography learner's book Pg188</p>	
<b>11.2</b>	<p>Define tropical continental climate.</p> <p>Understand the characteristics of tropical climate of East Africa</p>	<ul style="list-style-type: none"> <li>• Begin the lesson by showing either a video clip or photograph of areas with a tropical climate or uses the photograph</li> <li>• Group learners and task them to discuss the characteristics of tropical climates in East Africa.</li> <li>• Task individual learners to write a story explaining the characteristics of tropical climates and its influence on economic activities.</li> </ul>	<p>Newspapers</p> <p>Local environment</p> <p>Active geography learner's book Pg177-178</p>	

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			NCDC teacher's guide Pg117s	
<b>11.3</b>	<p>Explain the factors that affect climate</p> <p>Appreciate the climate and its effects on our lives</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by showing photos or video clips showing the climatic zone of East Africa. Alternatively can show a sketch map.</li> <li>Group learners and task them to discuss the factors for the distribution of climate zones of East Africa.</li> <li>Task the learners to write an essay about the impacts of climate on human activities in their community.</li> </ul>	<p>Active geography learner's book Pg127</p> <p>NCDC teacher's guide</p> <p>Library</p> <p>Video clips</p> <p>Sketch map</p>	
<b>12.1</b>	<p>Understand the meaning of vegetation</p> <p>Identify different vegetation types of East Africa</p>	<ul style="list-style-type: none"> <li>Introduces the lesson by showing pictures of different vegetations or takes learners outside to observe types of vegetation around the school.</li> <li>Task the learners in groups to identify different vegetation types in East Africa.</li> <li>Task the learners to draw the sketch map showing vegetation of East Africa.</li> </ul>	<p>Local environment</p> <p>Video Clips</p> <p>Picture in Active geography learner's book Pg183-188</p> <p>NCDC teacher's guide</p>	
<b>12.2</b>	<p>Define tropical rainforest vegetation</p> <p>Explain the characteristics of equatorial rainforests</p>	<ul style="list-style-type: none"> <li>Begin the lesson by showing either the video clips or pictures of tropical rainforests.</li> <li>Group learners and task them to discuss the characteristics of equatorial rainforests.</li> <li>Task the individual learners to draw a sketch map of East Africa showing equatorial rainforest.</li> </ul>	<p>Active geography learner's book Pg183-184</p> <p>NCDC teacher's guide</p> <p>Local environment Videos/photographs in active geography learner's book Pg183-184</p>	
<b>12.3</b>	<p>Explain factors that influence vegetation of East Africa</p>	<ul style="list-style-type: none"> <li>Show either a sketch map or video clip of different vegetation in East Africa.</li> </ul>	<p>Active geography learner's book Pg187</p>	

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	Exhibit knowledge ,skills and application of key concepts from the content covered	<ul style="list-style-type: none"> <li>• Group the learners and task them to discuss factors that influence vegetation of an area.</li> <li>• Task individual learners to write a speech about the Teacher influence of vegetation to human</li> <li>• Give activity of integration to check knowledge ,values, understanding , attitude and skills from the covered topic</li> </ul>	<p>NCDC teacher's guide Video clips</p> <p>Pictures in active geography learner's book Pg188</p> <p>Local environment</p>	
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