



PEAS Scheme of Work: Geography

SENIOR TWO

peas
PROMOTING EQUALITY IN AFRICAN SCHOOLS

Subject: Geography

Class: S.2

Term: One

Teacher's Name:

Time allocation: 3 periods per 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

Note:

1. The teacher is advised to be flexible while implementing this scheme by;
 - (a) Use any other reference book provided the theme and competency are unaltered.
 - (b) Employ various methodologies that suits the learners' classroom's environment.
2. To be creative enough by using teaching /learning resources that best suits the activities being delivered.
3. For term III the 16 periods have been schemed for 10 weeks only.

WEEK/ SUB- TOPICS	LEARNING OUTCOMES	METHODOLOGY	TEACHING / LEARNING RESOURCES	Y P R
Theme: Introduction to East Africa				
Competency: The learner understands what climate change is, what causes it and its effects in East Africa.				
1.1	Understand the concept of climate change and its indicators.	<ul style="list-style-type: none"> Introduces the topic by playing a video clip showing weather elements of the past and the current ones or by narrating a story about the climatic 	Fountain Geography for Uganda Secondary schools, learners' Book 2 pg. 1-3.	

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Climate change in East Africa and the World	Draw diagrams to show the causes of climate change.	seasons in the past 25 years comparing with the current ones. <ul style="list-style-type: none"> Groups learners and took them to: <ol style="list-style-type: none"> Discuss and come up with the definition of climate. Mention and discuss indicators of climatic change in the recent past. Task groups to make presentations to the rest of the class while the teacher harmonises. Task individual learners to make a pictorial composition showing how climate change has been evolving over the years. 	Fountain Geography for Uganda Secondary schools Teachers' book 2 pg. 3-4. The natural environment. Active Geography students book 2 pg. 1-4. Visual images about climate change in East Africa. Internet.	
1.2	State and explain the human causes of climate change.	<ul style="list-style-type: none"> Introduces the lesson by asking learners to observe various photographs showing human activities which endangers the local environment. Pairs learners and tasks them to identify activities in provided photographs and mention any other that responsible for climate change in their localities. Learners in their pairs share their findings during class presentations while the teacher harmonises. Individual learner is tasked to write an essay of not more than one page informing the local community where the school is located on how their 	Longhorn secondary Geography teachers' guide S.4 Pg. 3-5. Longhorn secondary Geography learners' book 2 Pg. 1-4. Active Geography students book 2 Pg. 4-5. Visual images about human activities endangering environment. The natural environment. Internet.	

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		aggressive actions cause climate change.		
1.3	State and explain the various physical causes of climate change.	<ul style="list-style-type: none"> Introduces the lesson by showing photographs depicting natural causes of climate change. Groups learners and tasks them to identify and explain what is taking place in each photograph. Learners tasked to share their findings and presents to the class as the teacher moderates. Individual learners tasked to write their views to be presented during the class weekly debate on a motion stated as "Human activities are more harm than natural factors in changing climate of East Africa". The learner should propose the motion. 	<p>Active Geography students' book 2 Pg. 4-5.</p> <p>Fountain Geography for Uganda secondary schools, teachers' book guide Pg. 7-8.</p> <p>Fountain Geography for Uganda secondary schools, learners' book Pg. 5-7.</p> <p>Internet.</p> <p>Natural environment.</p> <p>Visual images about climate change.</p>	
2.1	<p>Understand the meaning of global warming.</p> <p>Identify the causes and effects of global warming in East Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by telling learners a story about temperature increases globally over the years. Distributes photographs showing causes and effects of global warming and tasks learners in groups to observe the critically. Learners in groups share their findings to the teacher harmonises. Gives the activity of integration. Tasks individual learners to design a brochure describing the causes and effects of global warming in East Africa 	<p>Longhorn secondary Geography teachers' guide S.2 Pg. 7-9.</p> <p>Longhorn secondary Geography learners' book S.2 Pg. 5-6.</p> <p>Internet.</p> <p>The natural environment.</p> <p>Visual images about global warming.</p>	

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		and give examples where the effects can be identified.		
2.2	<p>Define and understand what greenhouse effect means.</p> <p>Describe how greenhouse effect works and explain the similarity between greenhouse affects and the atmosphere.</p> <p>State the causes and effects of greenhouse gases in the atmosphere and how to irrigate them.</p>	<ul style="list-style-type: none"> Introduces the lesson with illustrations or video clip or story or story telling describing the nature and composition of a greenhouse in comparison to the atmosphere and earth surface. Groups' learners and tasks than to discuss the similarity between greenhouse effect and atmosphere, state the cause and effects of greenhouse and how to solve them. Groups presents their findings to the entire class while the teacher harmonises. Individual learners tasked to act as the public Health officer of his/her district and prepare a speech for presentation in a public gathering notifying. 	<p>Longhorn secondary Geography teachers' guide S.2 Pg. 14-15.</p> <p>Longhorn secondary Geography learned book S.2 Pg. 6-8.</p> <p>Internet.</p> <p>Natural environment.</p> <p>Visual images about atmosphere.</p>	
2.3 Effects of climate change and how they can be prevented.	<p>Identify the major effects of climate change in East Africa. Suggest possible solutions to prevent climate change in East Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by showing learners a video clip on flooding, Landslide, crop failure etc. captured from various areas in East Africa. Pairs learners and tasks them to identify the effects of climate change portrayed from the video clip and any others. Learners share and take a note of their findings while the teachers harmonise their ideas. 	<p>Active Geography students' book 2 Pg. 10-11.</p> <p>Longhorn secondary Geography teachers' guide S.2 Pg. 20-21.</p> <p>Longhorn secondary Geography learners' guide Pg. 9-11.</p> <p>Video clip (flooding, landslides, crop failure etc.) from East Africa.</p> <p>Internet.</p>	

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		<ul style="list-style-type: none"> Learners in pairs suggest possible solutions to prevent climate on the teacher moderates. Task individual learners to write a letter of not more than 150 words explaining the effects of climate change and how they can be mitigated. 		
3.1 Reducing the effects of climate change.	Suggest possible solutions to reduce the effect climate change.	<ul style="list-style-type: none"> Introduces a lesson by showing photographs about afforestation, re-afforestation, nursery bed tree, seedlings, etc. Groups the learners and tasks to observe and suggest possible solutions to reduce the effects of climate change. Learners shares and present their findings to the class while the teacher harmonises. Task the individual learners to write a report advising the local community on how to use the environment responsibly. 	<p>Active Geography students' book 2 Pg. 15-16.</p> <p>Fountain Geography for secondary school teachers' guidebook 2 Pg. 26-27.</p> <p>Fountain Geography for secondary school learners' book 2 Pg. 26-27.</p> <p>Visual images about afforestation, re-afforestation, nursery bed tree, seedlings, etc.</p> <p>Internet.</p>	
3.2 Activity of Integration	Exhibit knowledge, skills and appreciate the need to conserve the environment to combat the causes and effects of climate change.	<ul style="list-style-type: none"> Tasks learners to write an essay of not more than 300 words explaining to the community leaders the current situation being experienced. Or give any other activity of integration to check knowledge values, understanding, attitudes and skills from this covered topic. 	Fountain Geography for secondary school teachers' guide book 2 Pg. 30.	
Theme: World climates, mining, and manufacturing in East Africa.				

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Competency: The learners locate and knows the major climatic zones of the world and understands the relationship between climate and human activities and lifestyles in each zone.				
3.3 Major climatic zones of the world.	<p>Describe the climate of the local area and the prevailing seasons where the school is found.</p> <p>Use field work to observe and interview the local people about the characteristics of the local climate where the school is found.</p>	<ul style="list-style-type: none"> Introduces the lesson by telling a story about the climate of the local area and prevailing seasons. Task learners to explore the local area outside classroom and interview the local people on the characteristics of the local climate and prevailing seasons. Learners in their groups discuss and share their findings. Task individual learners to describe the characteristics of the climate of their home areas. 	<p>Longhorn secondary Geography teachers' guide S.2 Pg. 34-35.</p> <p>Longhorn secondary Geography learner's book S.2 Pg. 18-19.</p> <p>Active Geography student's book 2 Pg. 19-20.</p> <p>Local environment.</p>	
4.1	<p>State the factors influencing the climate of the local area where the school is found.</p> <p>Describe how weather influences the local human activities around your school. Measure length using appropriate measuring tools.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking the learners to identify human activities carried out around the school. Pair learners and task them to list factors influencing the climate of the local area where their school is found. Learners in their pairs are tasked to describe how weather influences human activities around their school. Task individual learners to select any area in Uganda away from their school with a different climate and compare the two types of climates and state the reasons why the two climates are different. 	<p>Active Geography student's book 2 Pg. 20.</p> <p>Local environment.</p> <p>Visual images of human activities around the school e.g. crop cultivation, animal rearing, charcoal burning, etc.</p>	

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<p>4.2</p> <p>Factors affecting climate.</p>	<p>Identify physical factors influencing climate.</p> <p>Explain how each physical factor influences climate.</p>	<ul style="list-style-type: none"> Introduces the lesson by demonstrating using a globe a map or map illustrations. Groups learners and tasks them to identify, explain the physical factors influencing climate and share their findings in class presentations while the teacher harmonises. Task individual learners to write a letter to a friend in another school explaining how physical factors influence climate and human activities. 	<p>Local environment.</p> <p>Globe.</p> <p>Visual images (Maps showing climatic zones)</p> <p>Fountain Geography for Uganda secondary school learners' book 2 Pg. 32-34.</p> <p>Fountain Geography for Uganda secondary school teachers' book 2 Pg. 35-36.</p> <p>Active Geography students' book 2 Pg. 21-24.</p>	
<p>4.3</p>	<p>Mention human factors influencing climate.</p> <p>Describe how each human factor influences climate.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners a question e.g. (mention any three human activities that influence climate in your home area). Pair learners and task them to mention and describe various human factors influencing climate. Tasks learners to share and present their findings while the teacher guides them. Individual learners tasked to write a poem of three stanza about the influence of human actions on climate. 	<p>Local environment.</p> <p>Visual images of people carrying out various human activities e.g.</p> <ul style="list-style-type: none"> -Agriculture -Afforestation -Burning, etc. <p>Active Geography students' book 2 Pg. 26.</p> <p>Internet.</p>	

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<p>5.1</p> <p>Major climate zones</p>	<p>Understands how latitudes determine the naming of world climatic zones.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to view a map on page 26 from Active Geography, student's book 2 (Figure 2.6. world climatic zones). Pairs learners and tasks them to identify the factor that influenced the climatic divisions in the map (Figure 2.6) above, discuss their findings to the class while the teacher harmonises. Task individual learners to: <ol style="list-style-type: none"> Draw a circle of 5cm to represent the earth, on it mark and name the: Equator, tropics of cancer and Capricorn. Mark both north and south poles. Draw latitudes 40° and south and 60° and south. Name the climatic zones found in the latitudes you have drawn in the above circle. 	<p>Globe.</p> <p>Atlas.</p> <p>Active Geography students' book 2 Pg. 26.</p> <p>Internet.</p>	
<p>5.2</p>	<p>Draw and locate the major climates of the world on a map.</p>	<ul style="list-style-type: none"> Introduces the lesson by showing the learners the world map portraying major climatic zones either using a wall map or atlas map. Pairs learners and tasks them to: <ol style="list-style-type: none"> State why there are different types of climates in different regions as shown on the world map. Identify the major climatic zones of the world. 	<p>Atlas map.</p> <p>Globe.</p> <p>Internet.</p> <p>Active Geography students' book 2 Pg. 26.</p>	

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		<ul style="list-style-type: none"> c) Learners shares and discuss their findings to the class as the teacher modulates them. • Individual learners by tasked to draw a sketch map of the world showing major climatic zones. 		
5.3	Understand how temperature and rainfall variations determine the climatic type of a region.	<ul style="list-style-type: none"> • Introduces the lesson by portraying to the learners the world map showing climatic zones with a help of an atlas or wall maps. • Groups learners and tasks them to: <ol style="list-style-type: none"> a) Research, identify and name the various types of major climate basing on temperature and rain fall variations. b) Share and discuss their findings while the teacher harmonises. c) Tasks individual learners to read pages 27-28 of active Geography student's book 2 and state in a table the different types of climate basing on rainfall and temperature variation 	Atlas map. Globe. Internet. Active Geography students' book 2 Pg. 27-28.	
6.1 Characteristics of world climates	Identify the major types of world climate and list their examples.	<ul style="list-style-type: none"> • Introduces the lesson by showing the learners a world map in the Atlas or wall map or globe showing major types of climates and their examples. • Groups learners and tasks them to: <ol style="list-style-type: none"> a) Identify the three major types of climates. b) List examples in each case above. • Tasks learners to share their findings as the teacher harmonises. 	Active Geography students' Book 2 Pg. 29-30. Atlas. Globe. Internet.	

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		<ul style="list-style-type: none"> Task individual learners to draw a sketch map and locate the major types of world climate. 		
6.2	<p>Describe the latitudinal location of Equatorial climate.</p> <p>State the characteristics of Equatorial climate.</p> <p>Draw a bar and line graph to represent equatorial type of climate.</p>	<ul style="list-style-type: none"> Introduces the lesson by describing the latitudinal location of Equatorial climate using map illustrations. Groups learners and tasks them to: Study the table 2.2 Pg. 30 from active Geography student's book 2 portraying of Kisangani (DRC). Learners discuss and share their findings about the characteristics as the teacher harmonises. Individual learners tasked to: <ol style="list-style-type: none"> Represent the information in the table on a bar and line graph. State the months with the: <ol style="list-style-type: none"> Highest rainfall. Hottest Coolest Calculate. <ol style="list-style-type: none"> Mean annual rainfall Mean annual temperature Temperature range 	<p>Map illustrations.</p> <p>Active Geography students' book 2 Pg. 30-31.</p> <p>Internet.</p> <p>Atlas.</p> <p>Graph papers / books.</p>	
6.3	<p>Describe the latitudinal location of Equatorial monsoon climate.</p> <p>State the characteristics of equatorial monsoon climate.</p>	<ul style="list-style-type: none"> Introduces the lesson by describing the latitudinal location of equatorial monsoon climate with the help of map illustrations. Pairs learners and tasks them to discuss and share the characteristics of equatorial monsoon climate during class presentations while the teachers harmonise. 	<p>Map illustrations</p> <p>Active Geography students' book 2 Pg. 31-32.</p> <p>Internet.</p> <p>Atlas.</p>	

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		<ul style="list-style-type: none"> Tasks individual learners to compare and contrast between the characteristics of equatorial climate 		
7.1	<p>Describe the latitudinal location of both Savannah and Tropical marine climates.</p> <p>State the characteristics of both savannah and tropical marine climates.</p>	<ul style="list-style-type: none"> Introduces the lesson by describing the location of both Savannah and Tropical marine climates with the help of map illustration or atlas and globe. Groups learners and tasks them to: <ol style="list-style-type: none"> Discuss the characteristics of each type of climate i.e. Savannah and tropical marine. Ask learners to share their findings during class presentations while the teacher guides. Task learners to individually write an article about the differences between savannah and tropical marine climates to be published in the school magazine. 	<p>Map illustrations.</p> <p>Active Geography students' book 2 Pg. 32-36.</p> <p>Internet.</p> <p>Atlas.</p>	
7.2	<p>Describe the latitudinal location of tropical monsoon and tropical desert climates.</p> <p>State the characteristics of both tropical monsoon and tropical desert climates.</p>	<ul style="list-style-type: none"> Introduces the lesson by describing the latitudinal extent for tropical monsoon and tropical desert climates using map illustration, atlas, or globe. Pairs learners and tasks them to discuss, share and present their findings to the class while the teacher guides. Individual learners are tasked to a climatic graph to: <ol style="list-style-type: none"> Represent information shown in table 2.7 (Touggout (Algeria) From 	<p>Map illustrations.</p> <p>Internet.</p> <p>Atlas.</p> <p>Globe.</p> <p>Graph papers.</p> <p>Active Geography students' book 2 Pg. 35-37.</p>	

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		<p>active Geography students' book 2 on Pg. 36.</p> <p>(b) (i) State the hottest and coolest months of the year.</p> <p>(ii) Describe rainfall distribution throughout the year.</p> <p>(iii) Calculate the mean annual range of temperature.</p> <p>(c) Describe how the tropical desert climate affects the type of vegetation growth in such areas.</p>		
7.3	<p>Identify types of warm climates i.e.</p> <p>(i) Warm temperature margin</p> <p>(ii) Warm temperature continental.</p> <p>(iii) Warm temperature Eastern margin.</p> <p>State the characteristics of each type of the warm climate above.</p>	<ul style="list-style-type: none"> Introduces the lesson by describing the locational positions of each warm climate in the world with the help of map illustrations. Groups learners and tasks them to: <p>(a) Discuss the characteristics of each type of warm climate.</p> <p>(b) Distributes tasks to each group for presentation to the class while modulating.</p> Tasks individual learner to: <p>Write an article to be published in the local newspaper explaining how each of the warm type of climate influence the vegetation cover of the areas where they are found.</p> 	<p>Atlas.</p> <p>Globe.</p> <p>Internet.</p> <p>Active Geography students' book Pg. 37-44.</p>	
8.1	<p>Identify the various types of cool climates i.e.</p> <p>(i) Cool temperature western margin.</p>	<ul style="list-style-type: none"> Introduces the lesson by describing the extent of each type of cool climate using map illustrations. 	<p>Active Geography students' book 2 Pg. 42-44.</p> <p>Internet.</p>	

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	<p>(ii) Cool temperature continental.</p> <p>Mention the characteristics of each type of cool climates.</p>	<ul style="list-style-type: none"> • Pairs learners and tasks them to discuss and share their findings in class presentations as the teacher guides. • Individual learners are tasked to compare and contrast any two of the above types of cool climates of their choice. 		
8.2	Understand the influence of climate on people's way of life.	<ul style="list-style-type: none"> • Introduces the lesson by asking learners to observe the photographs showing different human behaviours in relation to climate. • Pairs learners and tasks them to observe the photographs, discuss and share to class how each photograph portrays behaviours of people in reaction to climate of the area. • Individual learners tasked to identify and explain ways through which his/her local climate has influenced people's ways of life. <p>Note: Influence can be on the following:</p> <ol style="list-style-type: none"> 1. Dress code 2. Nature of crops 3. Grown 4. Animals kept 5. Housing styles etc. 	<p>Longhorn secondary geography learners' book 2 Pg. 25-26.</p> <p>Active Geography students' book 2 Pg. 46-48.</p> <p>Internet.</p> <p>Visual images showing people's behaviours in different climatic regions.</p>	
8.3 Activity of integration.	Exhibit knowledge, understanding, skills and values of various climatic types and their features so as to plan	<ul style="list-style-type: none"> • Task learners to write a letter of about 300 words to a friend from Europe who will be visiting him or her for a week next month advising him/her to prepare to stay in the local area where the school is found. 	<p>Longhorn secondary Geography learners' book 2, Pg. 26.</p> <p>Longhorn secondary Geography teachers' guidebook 2, Pg. 50.</p>	

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	human activities accordingly.	Or task learners to do any activity that evaluate acquisition of knowledge, understanding, values and attitudes about this completed topic.	Active Geography students' book 2 Pg. 48.	
Theme: Mining and manufacturing in East Africa. Competency: The learner knows where the minerals are found in East Africa, and understands the methods used to extract them, the factors that favour mining and its contribution to the East African economy.				
9.1 Mining in East Africa	<p>Understands what a mineral is and identifies valuable minerals.</p> <p>Locate the main mining centres on the map of East Africa.</p> <p>State the classification of minerals.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to mention various items used at home and at school. Displays the sketch map of East Africa showing the major mining centres. Pairs learners and tasks them to identify the major mining centres and state the mineral mined from each centre, categorise minerals into: <ul style="list-style-type: none"> (i) Metallic (ii) Non metallic (iii) Mineral fuels Learners discuss and share their findings to the class through presentations while the teacher harmonises. Task individual learner to state the difference between metallic and non-metallic minerals while citing examples for each category. 	<p>Longhorn secondary geography teachers' guide S.2 Pg. 54-59.</p> <p>Longhorn geography learners' Book 2 Pg. 28-31.</p> <p>Internet.</p> <p>Local environment where mining takes place.</p>	
9. 2	Define the term mining	<ul style="list-style-type: none"> Introduces the lesson by showing a video clip on any method of mining used in the nearby local area where the school is located. 	Longhorn secondary geography teacher's guide S. 2. Pg. 60-61.	

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	State and understand the various methods of mining.	<ul style="list-style-type: none"> Groups learners and tasks them to describe the different types of mining related to the video clip. Displaying various photographs showing the different types of mining related to the video clips. Tasks learners to individually identify the type of mining method portrayed in the photograph. 	<p>Longhorn secondary geography learner's book 2. Page 32-33.</p> <p>Active geography student's book 2. Pg. 61-64.</p> <p>Internet</p> <p>Video clips/ photographs of mining activities.</p>	
9.3	Explain the advantages and disadvantages of open cast mining and underground mining.	<ul style="list-style-type: none"> Introduces the lesson by displaying a video clip and photographs of both types of mining. Groups learners and tasks them to observe the video clip and photographs carefully. Then asks them to: <ol style="list-style-type: none"> State their findings to the write an article to be published in the local newspaper recommending the most effective method of mining in extracting a given mineral. Learners explain the nature of how solid, liquid and a gas are arranged. 	<p>Internet.</p> <p>Video clip/ photographs about mining.</p> <p>Longhorn secondary geography learners' book 2 Pg. 33.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 60.</p>	
10.1	Explain the physical factors influencing mining in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by using photograph illustrations showing areas of mining. Pairs learners and tasks them to: <ol style="list-style-type: none"> Observe the provided photographs and identify the physical factors influencing mining. 	<p>Internet.</p> <p>Video clips/ photographs about mining.</p> <p>Longhorn secondary geography learners' book 2 Pg. 35-36.</p>	

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		<p>(b) Discuss, share and present their findings to the class as the teacher guides.</p> <ul style="list-style-type: none"> Individual learners tasked to write a letter advising a local investor on physical factors to be considered before opening up a given mine. 	<p>Longhorn secondary geography teachers' book 2 Pg. 66-67.</p> <p>Active geography students' book 2 Pg. 57-58.</p>	
10.2	Explain the human factors influencing mining in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by displaying photograph illustrations showing concentrated human activities related to industrialisation and mining. Pairs learners and tasks them to: <ol style="list-style-type: none"> Observe the photographs provided and identify how human factors influence mining activity (s). Discuss, share and present their findings to the class as the teacher modulates. Task individual learners to act as the president of young entrepreneurs and prepare a paper to present in seminar on what they should consider as human factors required to invest in a mining business. 	<p>Active Geography students' book 2 Pg. 51-58.</p> <p>Longhorn secondary Geography teachers' book 2 Pg. 66-67.</p> <p>Longhorn secondary Geography learners' book 2Pg. 35-36.</p> <p>Video clips/ photographs about mining. Internet.</p>	
10.3	State the challenge facing the mining sector of East Africa.	<ul style="list-style-type: none"> Introduces the lesson by asking learners to state some of the problems facing the people carrying out mining in their local areas e.g. those involved in quarrying, brick making etc. Pairs learners and tasks them to state other challenges that are faced by the mining sector of E. Africa. 	<p>Internet</p> <p>Visual images showing mining areas.</p> <p>Minerals from local environment like sand.</p>	

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		<ul style="list-style-type: none"> • Tasks learners to write a letter to the peoples carrying out mining in the local area informing out them on the most likely challenges to be faced while carrying out mining. • Prepares the materials. 	<p>Active geography students' guide Pg. 38-40.</p> <p>Longhorn secondary geography learner and teacher's book Pg. 68.</p>	
11.1	Suggest the solutions to the challenges facing the mining sector of E. Africa.	<ul style="list-style-type: none"> • Introduces the lesson by tasking learners to observe photographs showing areas of improve roads, tasks learners to carefully observe the pictures, state the solution to challenges facing the mining sector of E. Africa. They share their findings to the whole class. • Tasks learners to write a poem suggesting the possible solutions to challenges in the mining sector. 	<p>Longhorn secondary geography learners' book 2 Pg. 38.</p> <p>Longhorn secondary geography teachers' guidebook 2. Pg. 72.</p>	
11.2	Mention and explain the positive contributions of mineral resources to economic development of East Africa.	<ul style="list-style-type: none"> • Introduces the lesson by showing learners a video clip / documentary film and photographs portraying various areas and activities as a result of mining. • Groups learners and tasks them to observe critically the photographs and to the following: <ol style="list-style-type: none"> (a) Identify what is taking place in photographs or video clip or documentary film. (b) Discuss and share positive contributions of mining to the economic development of East Africa. 	<p>Internet.</p> <p>Visual images showing mining areas Active Geography students' book 2 Pg. 70.</p> <p>Longhorn secondary Geography teachers' guides S.2 Pg. 71.</p> <p>Longhorn secondary Geography learners' book 2 Pg. 38.</p>	

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		<p>(c) Group presentations of their findings while the teacher harmonises.</p> <ul style="list-style-type: none"> Task individual learners to design a poster on A4 size paper demonstrating at least four developments as a result of mining in East Africa. <p>N.B: A learner must name the four developments where they are located.</p>		
11.3	Explain the negative contributions of mining to economic development of East Africa.	<ul style="list-style-type: none"> Introduces the lesson by portraying a video clip /documentary or photographs sharing describing how mining negatively affects East Africa's economic development. Groups learners and tasks them to critically observe the video /documentary or photographs and discuss to the class their findings as the teacher modulates. Task individual learners to write a letter to the mining ministry in his or her country to improve on better mining methods to lower its problems. 	<p>Active geography students' book 2 Pg. 67.</p> <p>Longhorn secondary geography learners' book 2 Pg. 38.</p> <p>Longhorn secondary geography teachers' guidebook 2 Pg. 71.</p> <p>Internet.</p> <p>Video.</p>	
12.1	State and explains the effects of mining on the environment.	<ul style="list-style-type: none"> Introduces the lesson by organising learners in groups and tasking them to observe the photographs in activity 12.9 (Longhorn secondary geography learners guide or any photographs showing an area where mining is carried out. Asks the learners to study the photographs and explain how each of the activities in the photograph has 	<p>Internet.</p> <p>Visual images of mining activity.</p> <p>Local environment.</p> <p>Longhorn secondary teachers' guide S.2 Pg. 70-71.</p>	

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		<p>affected the environment. Learners discuss and share their findings as the teacher guides.</p> <ul style="list-style-type: none"> • Tasks individual learners to visit any of the local areas where quarrying, brick laying or any mineral is being mined and state the effects of mining to such an area around school. 	Longhorn secondary students' book S.2	
12.2	<p>Locates the major mining centres of Uganda.</p> <p>State the major minerals mined in Uganda.</p> <p>Draw a sketch map of Uganda showing the location of major mining centres and minerals mined in each case.</p>	<ul style="list-style-type: none"> • Introduces the lesson by tasking learners to, state the major minerals mined in four mining centres in Uganda. • Displays a sketch map of Uganda showing mining centres with their minerals, they discuss and share their findings. • Tasks learners to identify other mining centres from the displayed sketch map. 	<p>Local environment.</p> <p>Photographs showing mining areas.</p> <p>Sketch map of Uganda showing major mining centres.</p> <p>Internet.</p>	
12.3 Activity of integration	<p>Learner exhibit knowledge, understanding, skills and values about the necessity, benefit and ways to limit and combat negative effects of mining in his/ her country.</p>	<ul style="list-style-type: none"> • Tasks learners to visit the nearest mining area around their school and write a report on the following: <ul style="list-style-type: none"> (i) Type of mineral being mined (ii) Method of mining being used (iii) How the mining activity is contributing to the development of the area positively and negatively. (iv) How the problems created by mining in the area are being solved. <p>Or</p>	Active Geography students' book 2 Pg. 72.	

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		Give any other activity of integration to check on knowledge, values, understanding and attitudes from this covered topic.		
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Subject: Geography **Class:** S.2 **Term:** Two **Teacher's Name:**.....
Time allocation: 3 periods per 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
Theme: Mining and manufacturing in East Africa. Competency: The learner understands the advantages of developing manufacturing industries, the types and locations of manufacturing industries and the problems of developing manufacturing industries.				
1.1 Development of manufacturing industries in East Africa.	Understand what manufacturing industries are. Know some types of manufacturing industries in East Africa.	<ul style="list-style-type: none"> Introduces the topic with a documentary film or video clip or photographs taken from an industrial localised area near the learners' school. Groups learners and tasks them to: <ul style="list-style-type: none"> (a) Define manufacturing industry in their own words. (b) List examples of manufacturing industries in their home area and goods produced. 	Active Geography students' book 2 Pg. 74-75. Longhorn secondary Geography teachers' guide S.4 Pg. 78.	

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		<p>(c) Give examples of manufactured goods produced in Uganda.</p> <p>(d) Learners discuss and make group presentations to the entire class as the teacher harmonises.</p> <ul style="list-style-type: none"> Individual learners tasked to carry out a field research or internet search and compose a poem of two stanzas about goods produced by manufacturing industries and present the poem to the class newsletter. 	<p>Longhorn secondary Geography learners' book 2 Pg. 42-43.</p> <p>Internet.</p> <p>Video clips /images about industries.</p>	
1.2	<p>Identify the three major types of manufacturing industries in East Africa.</p> <p>Describe what consumer goods manufacturing industries are and classify consumer goods.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to move around the school observe and identify various goods /items that they use in their everyday life. Pairs learners and tasks them to: <ol style="list-style-type: none"> Identify goods that they whether manufactured or not. Discuss and name the types of manufacturing industries found in their home areas. Categorise goods sold from local shops or supermarkets whether manufactured or not. Share their findings through pair presentations to the entire class as the teacher guides. Tasks individual learners to draw a table in their notebook classifying consumer goods that are not manufactured and those which are not manufactured. 	<p>Active geography students' book 2 Pg. 74-75.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 87.</p> <p>Internet.</p> <p>Photographs /images about different types of industries.</p>	
1.3	<p>Describe industrial or producer goods industries and mention various examples of goods they produce.</p>	<ul style="list-style-type: none"> Introduces the lesson by portraying of pictures about industrial goods which seen familiar to the learners where their school is located. Pairs learners and tasks them to discuss what industrial /producer goods industries are and identify examples of goods produced by them. 	<p>Active Geography students' book 2 Pg. 76-77.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 85-87.</p>	

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		<p>The present their findings to class while the teacher harmonises.</p> <ul style="list-style-type: none"> Task individual learners to write a letter to a friend in the nearby city informing him/her about the newly established industrial goods industries built in your home area. 	<p>Internet.</p> <p>Video clips/images about industries.</p>	
2.1	Describe processing manufacturing industries and mention different examples of them and goods produced.	<ul style="list-style-type: none"> Introduces the lesson by showing photographs of goods processed and their raw-materials familiar to the learners from of near the local area the school is located. Pair learners and task them to: <ol style="list-style-type: none"> Discuss and identify goods that they use after being processed from the agricultural raw materials produced in their home area. Mention some of the minerals which are processed to manufacture other goods. Pair presentations to the class as the teacher harmonise. Individual learners tasked to write an article in the local newspaper advising local entrepreneurs to invest in processing industries near their home areas to add value on locally produced raw materials for better earning. 	<p>Active Geography students' book 2 Pg. 77.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 84.</p> <p>Longhorn secondary geography learners' book 2 Pg. 45-46.</p> <p>Internet</p> <p>Photographs about processing industries.</p> <p>Video about processing industries.</p>	
2.2	Draw, name and locate distribution of manufacturing industries in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by portraying East Africa map illustration or Atlas or wall map showing industrial towns. Groups learners and tasks them to carefully study the map and identify various industries and where they are located in East Africa. 	<p>Internet.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 89.</p> <p>Longhorn secondary geography learner's book 2 Pg. 48-49.</p>	

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		<ul style="list-style-type: none"> • Tasks learners to discuss about the map and share their findings to the whole class in groups while the teacher is guiding. • Task the individual learners to draw a sketch map of East Africa and on it mark and name two major industrial centres from each country. After, the learner draws a table showing the industrial centres and two types of manufacturing industries found in those centres. 	<p>Video clips /about industrial centres in East Africa.</p> <p>Active geography students' book 2 Pg. 79.</p>	
2.3	<p>Understand what the physical factors influencing development of manufacturing industries are.</p> <p>State and explain the various physical factors influencing the development of manufacturing industries.</p>	<ul style="list-style-type: none"> • Introduce the lesson by showing photographs depicting the physical factors influencing the development of industries. • Groups the learners and tasks them to identify and state what they see in the photographs, state other physical factors influencing industrial / growth. • Learners discuss and share their findings as the teacher guides, • Tasks learners to visit the local manufacturing factory and state or identify physical factors that have influenced its development. 	<p>Internet</p> <p>Visual images of factors (manufacturing factories)</p> <p>Local environment.</p> <p>Longhorn secondary geography learners' book 2 pg. 50.</p>	
3.1	<p>Understands the meaning of the human factors that influence of the development of manufacturing industries.</p> <p>States and explains the human factors that influence the growth and development of the</p>	<ul style="list-style-type: none"> • Introduces the lesson by tasking learners to state some of the human factors that promoted or influenced the development of their own school in a place where it is found. • Groups learners and tasks them to state human factors that influence the growth and development of manufacturing industries. • Tasks learners to move around the local area and write an investigative report on how human factors have influence growth and development of the local manufacturing industries. 	<p>Longhorn geography learners' book S.2 Pg. 50.</p> <p>Video clips /visual images and photographs showing roads, machines, banks, money etc.</p> <p>Local environment.</p>	

SCHEME OF WORK

	manufacturing industries.			
3.2	<p>States the positive benefits of manufacturing industries in East Africa.</p> <p>Appreciate that the establishment of manufacturing industries in East Africa has improved on people's welfare and promoted development.</p>	<ul style="list-style-type: none"> Introduces the lesson by highlighting some of the activities done by the people in the local area to earn a living. Groups learners and tasks them to discuss and identify how the local manufacturing industries have benefited them and their families. Tasks learners to write a letter to their parents indicating how beneficial the local industries are for human survival. 	<p>Longhorn secondary geography learners' book S.2 Pg. 50.</p> <p>Internet.</p> <p>Video clips showing urban centres with better social services developed roads etc.</p>	
3.3	<p>Suggest the negative benefits of manufacturing industries in East Africa.</p> <p>Realise the need for proper management of industries to reduce on their negative impacts.</p>	<ul style="list-style-type: none"> Shows the learners' video clip of slum area near industrialised place with poorly managed wastes. Groups the learners and took them to: <ol style="list-style-type: none"> Identify what they have seen from the photograph. Suggest the negative impacts of the activity in the photograph to the environment. Learners discuss and share their findings as the teacher guides. Tasks learners to write a letter to the district environmental manager on the need for proper management of industrial areas. 	<p>Longhorn secondary geography students' book S.2 Pg. 52.</p> <p>Photographs showing industries emulating fumes to the atmosphere industrial areas in swamps etc.</p> <p>Internet.</p>	
4.1	<p>State the challenges faced in the establishment of manufacturing industries.</p>	<ul style="list-style-type: none"> Introduces the lesson by tasking learners to state any three challenges faced by them while at school. Groups the learners and tasks them to discuss the challenges that are faced in the establishment of manufacturing industries. 	<p>Longhorn secondary geography students' book S.2 Pg. 51.</p> <p>Internet.</p>	

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		<ul style="list-style-type: none"> Individual learner's tasks to write a report on what could have caused the failure of any of the formerly established manufacturing industry in their various regions. 	Local environment.	
4.2	Identify problems of developing manufacturing industries in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by telling learners a story on how cholera can be rapidly spread in a poorly managed manufacturing industrial area. Groups learners and risks them to discuss problems of developing manufacturing industries in East Africa. Asks each group to present their findings as she guides and ask them to take the notes. Tasks each individual learner to write a letter explaining a need of reducing the establishment of manufacturing industries in his or her own country to both the local and foreign investors with in the district. 	<p>Longhorn secondary geography students' book S.2 Pg. 52.</p> <p>Photographs of industrial areas.</p> <p>Internet.</p> <p>Video clip of an industrial area which is poorly managed etc.</p>	
4.3	Mention the effects of manufacturing industries to the local environment.	<ul style="list-style-type: none"> Introduces the lesson by showing learners various photographs of poorly managed industrial areas. Groups them and tasks them to observe the displayed photographs, identify what they see and state the effects of manufacturing industries to the local environment. Learners discuss and share their findings. Tasks learners to form two groups for the debate on the motion, "A sugar cane factory will be 100% beneficial to the people in your own district. 	<p>Newspaper</p> <p>Photos of industries</p> <p>Video clips of industrial areas.</p> <p>Longhorn secondary geography learner's book S. 2. Pg. 52.</p>	
5.1	Case study of a manufacturing industry located near where the school is found.	<ul style="list-style-type: none"> Introduces the lesson with a starter question about types of manufacturing industries, goods they produce and where they are located in Uganda. 	Active Geography students' book 2 Pg. 95.	

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		<ul style="list-style-type: none"> Groups learners and tasks each group to search for information about a given type of manufacturing industry which is located near their school and do the following: <ol style="list-style-type: none"> Mention the name of the industry. State the location of that industry. Mention the factors that influenced that industry's location. List the raw materials used and where they are mainly obtained from. What are the out puts of that industry and where are they sold whether locally, regional and abroad. Explain the role played by that industry to the economic development of the people in the area it's located. State the impact of the industry on the environment where it is found. Each group is to conduct its own survey and make a survey report with guidance of the teacher and later present to the class. Group members to be assigned roles individually and later convene and produce one report. 	<p>Longhorn secondary geography teachers' guide S.2 Pg. 99.</p> <p>Longhorn secondary geography learners' book 2 Pg. 53.</p> <p>Internet.</p>	
5.2 Activity of integration	Exhibit the knowledge, understanding, skills and a learner appreciating the importance of manufacturing industries towards the economic development of East Africa while being aware of their side	<ul style="list-style-type: none"> Task learners to write a report of recommendations guiding the local district government where their school is found on developing industries in their district. Present his/her recommendations to the class for discussion. Or give any other activity of integration provided it evaluates knowledge, skills, values, understanding, and attitudes covered in this topic. 	Active geography students' book 2 Pg. 95.	

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	effects to the environment.			
5.3 Sustainable use of Fisheries resources in East Africa.	<p>Understand and know the major fishing areas in East Africa.</p> <p>Identify the two categories of fisheries in East Africa i.e. Fresh and marine fisheries.</p>	<ul style="list-style-type: none"> Introduces the topic by playing a video clip (phone/computer /projector) or display photographs/maps drawn from East Africa showing major fishing grounds. Groups learners and task them to: <ol style="list-style-type: none"> Mention any fishing ground around their home areas. Describe their observations from the photographs or video portrayed to them. Group presentations to the entire class while the teacher harmonises. Tasks individual learners to draw a sketch map of East Africa showing major grounds both fresh water and marine fisheries. Draw a table indicating three examples of both fresh water and marine fisheries from each country of East Africa. 	<p>Active geography students' book 2 Pg. 97-99.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 104-105.</p> <p>Longhorn secondary geography learners' book 2 Pg. 56-57.</p> <p>Internet.</p> <p>Video clips about fishing in East Africa.</p> <p>Photographs about fishing areas in East Africa.</p>	
6.1	<p>Identify and categorise the broad methods of fishing i.e. Traditional and modern ones.</p> <p>Illustrate and describe types of traditional methods of fishing in East Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by showing various photographs about fishing of video clips portraying fishermen traditionally carrying out fishing. Pairs learners and tasks them to: <ol style="list-style-type: none"> Categorise with examples traditional and modern methods of fishing in East Africa. Describe types of traditional methods of fishing to the class as the teacher moderates. Task individual learners to draw illustrations for each method of traditional fishing and explain whether any three of them are being practiced in their local area where fishing is practiced. 	<p>Active geography students' book 2 Pg. 100-101.</p> <p>Photographs about traditional fishing practices. Internet.</p> <p>Video clips about traditional fishing practices.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 106-107.</p>	

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			Longhorn secondary geography learners' book 2 Pg.57-58.	
6.2	<p>Draw neat diagrams of modern fishing methods and briefly describe how each is used.</p> <p>Understand various methods of fish preservation in East Africa.</p>	<ul style="list-style-type: none"> • Introduces the lesson with display of illustrations or video clip showing fishermen carrying out fishing using modern methods in East Africa. • Groups learners to discuss different methods of fish preservation used in East Africa. • Tasks learners to discuss different methods of fish preservation used in East Africa. • Through group presentations, Learners share their findings to the entire class while the teacher guides. • Individual learners tasked to write paper advising fishermen to adopt the modern methods of fishing and fish preservation. 	<p>Longhorn secondary learners' book 2 geography Pg. 101-105.</p> <p>Longhorn secondary geography teachers' guide S.2 Pg. 107-112.</p> <p>Active geography students' book 2 Pg.102-111</p> <p>Internet</p> <p>Video chips about fish preservation.</p>	
6.3	State and explain the factors influencing fishing in East Africa.	<ul style="list-style-type: none"> • Introduces the lesson by asking learners to observe the photograph drawing fishing. • Groups learners and tasks them to <ol style="list-style-type: none"> (a) Carefully observe the photograph being displayed, study it and state the activity taking place. (b) State the factors influencing the activity in the photograph. • Learners discuss and share their findings during classroom presentations as the teacher guides and asks them to take down notes after discussions. 	<p>Fountain geography for Uganda secondary schools learners' book 2 Pg.106</p> <p>Internet.</p> <p>Visual images about fishing.</p>	

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		<ul style="list-style-type: none"> • Tasks learners to form two groups and debate on the motion. “Without physical factors, fishing would not be possible in Uganda.” 		
7.1	<p>State the benefits of fishing.</p> <p>Appreciate the need to conserve the lakes, permanent swamps, and rivers of East Africa.</p>	<ul style="list-style-type: none"> • Introduces the lesson by tasking the learners to state any two benefits of the permanent swamps in their local area during both the wet and dry seasons. • Pairs learners and tasks them to discuss both positive and negative benefits of fishing in East Africa. • Learners share their findings during class presentations. • Individual learners tasked to write an article to be published in a newspaper informing the local people living around permanent swamps on the need to conserve or for their sustainable utilisation. 	<p>Photos of fishing actively either from the local permanent swamps or water bodies like lakes.</p> <p>Longhorn secondary geography learners’ book 2 Pg. 109.</p>	
7.2	<p>State the problems facing the fishing industry in East Africa.</p> <p>Appreciate government’s intervention in support of fisheries in East Africa.</p>	<ul style="list-style-type: none"> • Introduces the lesson by tasking learners to <ol style="list-style-type: none"> (a) Observe the displayed photographs showing fisheries areas. (b) Identify the problems that could be facing the fishing activity in the photograph and discuss more problems facing fishing in East Africa. • Learners discuss their findings during class presentations. • Individual learners are tasked to write a poem on the problems facing the fishing activity in any of the nearby fishing grounds of their local area. 	<p>Fountain geography for Uganda secondary schools learners’ book 2 Pg.105</p> <p>Internet.</p> <p>Visual images indicating fishing activity.</p> <p>Photographs of fishing activity.</p> <p>Active geography students’ book 2 Pg. 117.</p>	

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7.3	<p>Define overfishing. Give causes of overfishing.</p> <p>Mentions dangers of overfishing and suggest preservative measures for overfishing.</p>	<ul style="list-style-type: none"> Introduces the lesson by reading a poem on dangers of overfishing and tasking the learner to define the concept of overfishing. Pairs learners and tasks them in their pairs to state the dangers of overfishing and measures. Tasks each learner to design a flyer on dangers of over-fishing and ways of preventing over fishing to be shared to the fishermen. 	<p>Active geography students' book 2 Pg. 116</p> <p>Internet.</p> <p>Visual images of fishing grounds.</p>	
8.1	<p>Explain the factors that cause damage to fishing grounds e.g. over fishing, silting, etc.</p>	<ul style="list-style-type: none"> Introduces the lesson by displaying the photograph of fishing ground say a lake when the fishing activity is activity is being carried out. Groups learners and tasks them to observe the photograph, state the factors that cause damage of the fishing grounds basing on what they have seen from the photograph. Asks the learners to share their findings during class presentations as she or he guides. Tasks learners to prepare a speech to be presented to the fishermen during the meeting on the factors that cause damage to the fishing grounds. 	<p>Active geography students' book 2 Pg. 117</p> <p>Internet.</p> <p>Photographs on activities that cause damage to the fishing grounds.</p>	
8.2	<p>Suggest possible solutions to problems facing the fishing industry in East Africa.</p>	<ul style="list-style-type: none"> Introduce the lesson by asking a starter question to the learners to imagine only for ways how fishing can be improved in East Africa since they know the problems the sector is facing. Pairs learners and tasks them to discuss possible remedies to the problems the sector is facing. Tasks each pair to mention three problems and suggests their solutions and share the findings to the entire class on the teacher's guides. Tasks individual learners to write a poem of four stanzas or write a song of four minutes 	<p>Active Geography students' book 2 Pg. 118.</p> <p>Longhorn secondary Geography learners' book 2 Pg64.</p> <p>Longhorn secondary Geography teachers' guide S.2 Pg. 117-118.</p> <p>Internet.</p>	

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		convincing or encouraging fishermen to adopt better fishing practices for better incomes in the future.	Visual images about fishing industry. E.g. refrigerated vehicles.	
8.3	Understands the practice of fish farming. Able to discuss the benefits of fish farming in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by portraying photographs showing fish farming or a video clip recorded from where the activity was practiced. (a) Tasks paired learners to observe the photographs/ illustrations and describe the steps taken while digging a fishpond. (b) Learners in their pairs also tasked to discuss the benefits of carrying out fish farming in East Africa. (c) Paired learners share their findings during class presentation as the teacher harmonises. Individual learners are tasked to write a story describing fish farming and its advantages. The story is to be published in the class weekly newsletter. 	<p>Active Geography students' book 2 Pg. 119.</p> <p>Longhorn secondary Geography teachers' guide S.2 Pg. 119-121</p> <p>Longhorn secondary Geography learners' book 2 Pg. 65-66.</p> <p>Internet.</p> <p>Newspapers.</p>	
9.1	Identify the fish conservation methods both modern and traditional. Understand what the modern and traditional fishing methods are: and explain why some methods are commonly used than others.	<ul style="list-style-type: none"> Introduces the lesson by defining what the traditional and modern fishing preservation methods are and tasking learners to identify the preservation methods in their local areas. Groups the learners and tasks them to (a) State the modern and traditional fish preservation methods. Learners share their findings during classroom presentations as the teacher guides them. (b) Tasks learners in the above groups to share the advantages and disadvantages of using the traditional and modern method of fishing preservation in East Africa. 	<p>Fountain Geography for Uganda secondary school teachers' guide book 2. Pg. 126</p> <p>Photographs showing varied methods of fish preservation.</p> <p>Internet.</p> <p>Video clips on methods of fish preservation in the fishing grounds of East Africa.</p>	

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		(c) Tasks individual learners to compare the traditional and modern methods of fish preservation.		
9.2 Activity of integration	Demonstrates knowledge, skills, understanding and values from fishing industry as well as developing positive attitude towards the activity and its role to East Africa's economic development.	<ul style="list-style-type: none"> Tasks learners to write an article to be published in the ministry of fisheries magazine on the world fisheries day on 07/08/2022, asking the ministry to draft a new policy aimed at modernising Uganda's fishing sector for sustainable development or give any other provided evaluates KUSVA (Knowledge, understanding, skills, values and attitudes). 	Active Geography students' book 2	
9.3 Wildlife conservation and tourism in East Africa.	<p>Understand the meaning of wildlife, national park, game sanctuary and game reserve.</p> <p>Draw a sketch map of East Africa and locate major national parks, wildlife reserves and sanctuaries.</p>	<ul style="list-style-type: none"> Introduces the topic by displaying various photographs depicting various wildlife. Pairs learners and tasks them to carefully identify and analyse each photograph and do the following: <ol style="list-style-type: none"> Identify the wildlife shown. Name the area where the wildlife likely to be found in Uganda. Discuss the best meaning of wildlife. Name examples of major national parks, wildlife reserves and animal sanctuaries in East Africa. Task pairs to present their findings to the class while the teacher moderates. Individual learners are tasked to draw a sketch map of East Africa and on it locate and name the major national parks, game sanctuaries and game reserves. 	<p>Active Geography Students' book 2 Pg. 123-125.</p> <p>Internet</p> <p>Visual images about wildlife in East Africa.</p> <p>Fountain Geography for Uganda Secondary Schools teachers' guidebook 2 Pg. 146-148.</p> <p>Fountain Geography for Uganda Secondary School Learners' Book 2 Pg. 112-115.</p>	
10.1	Describe factors influencing the	<ul style="list-style-type: none"> Introduces the lesson by asking learners to move out of the class and observe the immediate 	Active Geography Students' Book 2 Pg. 127-128.	

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	<p>distribution of wildlife in East Africa.</p> <p>Appreciate the rate contribution of wildlife to economic development in East Africa.</p>	<p>environment if there is several plants occurring naturally grown or show a video clip or photographs portraying wildlife.</p> <ul style="list-style-type: none"> Groups learners and tasks them to discuss what factors seen to influence distribution of wildlife in their district and the role played by wildlife in East Africa. Groups' presentations are made to the whole class as the teacher harmonises. Learners individually tasked to: <ol style="list-style-type: none"> Draw a table and give five examples under fauna and flora. Write a letter of about 150 words to a friend in another school. Summarising the factors influencing distribution of wildlife and role played by national parks to East Africa's development. 	<p>Internet.</p> <p>Visual images about wildlife in East Africa.</p> <p>Fountain Geography for Uganda Secondary School Teachers' Guidebook 2 Pg. 148-150.</p> <p>Fountain geography for Uganda secondary school learners' Book 2 Pg. 113-115.</p>	
10.2	<p>Identify the challenges facing wildlife in East Africa.</p> <p>Discuss the need to preserve and conserve wildlife in East Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to brainstorm three reasons why wildlife are rapidly being destroyed in East Africa. Groups learners and tasks them to: <ol style="list-style-type: none"> Discuss the natural conditions and human actions which are responsible for declining wildlife in East Africa. Discuss the meaning of preservation and conservation of wildlife and how conserving wildlife. Task groups to present their findings to the whole class while the teacher guides. Individual learners tasked to write his/her views that will be presented as a main speaker in a debate proposing for resources in the local 	<p>Internet.</p> <p>Active geography students' book 2.</p> <p>Fountain geography for Uganda secondary school learners' Book 2 Pg. 114.</p> <p>Fountain geography for Uganda secondary school teachers' guide 2 Pg. 150.</p>	

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		community as a sign of love for his/her country. The motion should be “WILDLIFE SHOULD BE PRESERVED AND CONSERVED FOR SUSTAINABLE DEVELOPMENT IN UGANDA”.		
10.3	Define tourism. State benefits of tourism to the tourist.	<ul style="list-style-type: none"> Introduces the lesson by showing the learners the photograph of tourists. Tasks learned in groups to: <ol style="list-style-type: none"> Study the photograph and identify what is happening. State the interest of the people in the photograph. State what the people in the photograph will gain from going to such. Tasking learners to define the activity in the photograph and state its gains (benefits) to the tourists, learners share their findings during class presentations as the teacher’s guide. Tasks learners to form groups (two groups) and debate on the motion “Tourism is a beneficial activity to the tourist”. 	Fountain geography for Uganda secondary schools learners’ book 2 Pg. 116. Fountain geography for Uganda secondary schools teachers’ guide book 2 Pg. 154. Photographs about tourism. Internet.	
11.1	Define local tourism. Identify the tourist attractions of the local area while looking at the features around and the activities done by local people. State ways tourism can be improved in the local area where they live	<ul style="list-style-type: none"> Introduces the lesson by tasking learners to identify the things (features) and activities they see around the school. Groups learners and tasks them to: <ol style="list-style-type: none"> Identify other features and activities from their local homes apart from what they see around school. State ways in which tourism can be improved in the local area. Tasks individual learner to write a letter to a friend from a different country informing him or 	Internet. Local environment. Photographs of local tourists. Longhorn secondary geography learners’ book 2 Pg. 78.	

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	(can be around school or their homes).	her on the available tourist after activities of his/her local area around the school.		
11.2	State and explain the contributions of tourism to the development of East Africa.	<ul style="list-style-type: none"> Introduces the lesson by showing learner the photographs of tourist from overseas and within the country, it can also be a video clip or any other thing. Groups learners and tasks them to make a list of people in East Africa who benefit from tourism and how they can benefit I state the benefits of tourism to the development of East Africa. Tasks learners to share their findings during classroom presentation she or he guides. Tasks learners to write a speech to be presented at the end of district years meeting informing the people on the available potential tourist attractions within the district and need to preserve them. 	<p>Photographs about tourism.</p> <p>Internet.</p> <p>Local environment.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 127.</p> <p>Fountain geography for Uganda secondary school teachers' guide book 2 Pg. 172.</p>	
11.3	<p>Identify the major tourist attractions in East Africa.</p> <p>Draw a sketch map of East Africa and show the location of major tourist attractions.</p>	<ul style="list-style-type: none"> Introduces the lesson by displaying visual images /photographs/clips to learners showing various major tourist attractions including wildlife, historical sites, cultural heritage, scenery, hotels etc. Groups learners and tasks them to: <ol style="list-style-type: none"> Identify main tourist attractions in East Africa. Give examples of major tourist attractions from each East African country. Individual groups are tasked to present their findings to the whole class while the teacher harmonises. Learners individually tasked to draw a sketch map of East Africa and show the major tourist attractions. 	<p>Internet</p> <p>Visual images about tourist attractions in East Africa.</p> <p>Active Geography student's book 2. Pg. 134 – 135.</p> <p>Fountain Geography for Uganda secondary school learner's book 2. Pg. 117-122.</p> <p>Fountain Geography for Uganda Secondary school</p>	

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			teacher's guide 2. Page 156-163	
12.1	Identify the physical and human factors that influence the development of tourism in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by showing photographs /video clips portraying features in natural environment and human actions that influence tourism development. Pairs learners and tasks them to discuss both physical and human factors that are responsible for development of tourism in East Africa. Individual learners are tasked to compose a song or write a poem or play pointing out various natural and human factors Uganda is gifted with that if well utilised can help in sustainable development of the country. 	<p>Active geography students' book 2 Pg. 132-133.</p> <p>Internet.</p> <p>Visual images about tourist attractions in East Africa.</p> <p>Fountain geography for secondary school learners' book 2 Pg. 120-123.</p> <p>Fountain geography for Uganda secondary school teachers' guide book 2 Pg. 156-163.</p>	
12.2	<p>State the problems faced by tourists in E. Africa.</p> <p>Mention the dangers of tourism in E. Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by showing photographs of burnt cars after tourist attractions, muddy roads etc. Groups learners and tasks them to study the photographs then; <ol style="list-style-type: none"> Identify what they see. Discuss and note the most likely to face in East Africa. Mention the dangers of tourism in East Africa. Tasks a learner to write an article to be published in school magazine explaining to the government of his or her own country the need to reduce on the number of tourists in to the country. 	<p>Longhorn secondary geography learners' book S.2 Pg. 78-80.</p> <p>Longhorn secondary geography teachers' guide book S.2 Pg. 145.</p> <p>Fountain geography for Uganda secondary schools teachers' guide book 2 Pg. 174.</p> <p>Local environment.</p>	

SCHEME OF WORK

			Photographs of affected tourists in East Africa. Internet.	
12.3 Activity of integration.	Suggest possible solution to prevent the problems faced by tourists in East Africa. Exhibit knowledge, skills and appreciated the need to conserve the environment to promote tourism.	<ul style="list-style-type: none"> Introduces the lesson by showing photographs of developed roads, better hotels around tourist attraction or any part of East Africa. Groups learners tasks them to observe the photographs, identify what they see and suggest possible solutions to prevent problems faced by tourists in East Africa. Tasks learners to write an essay of not more than 250 words explaining need to protect tourist attraction. 	<p>Longhorn secondary geography learners' book 2 Pg. 78.</p> <p>Fountain geography for Uganda secondary schools teachers' guide book 2 154.</p>	

Subject: Geography

Class: S.2

Term: THREE

Teacher's Name:

Time allocation: 3 periods per 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/ SUB-TOPICS	LEARNING OUTCOMES	METHODOLOGY	TEACHING / LEARNING RESOURCES	Y P R
<p>Theme: Population, urbanisation and trade in east Africa and trade between east Africa and other parts of the world.</p> <p>Competency: The learner understands and appreciates the major types of transport and communication in East Africa, factors influencing their development and role of transport and communication in development.</p>				

SCHEME OF WORK

<p>1.1</p> <p>Population and Urbanisation in East Africa.</p>	<p>Understand the concepts related to population.</p>	<ul style="list-style-type: none"> Introduces the topic by playing a video clip or displaying visual images about urban centres in East Africa. (a) Groups learners and tasks them to observe the images and clips and discuss or describe the population of the place shown in the photographs of clips. (b) Groups about tasked to conduct research on internet /library to find out the meaning of: <ul style="list-style-type: none"> (i) Population (ii) Population density (iii) Population distribution (iv) Demography (c) Group presentations in class as the teacher harmonises. Tasks individual learners to write short notes on population census and what are some of the considerations included while carrying out census in a country. 	<p>Internet.</p> <p>Visual images about urbanisation in East Africa.</p> <p>Active geography students' book 2 Pg. 144-145.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 132-134.</p> <p>Fountain geography for Uganda secondary school teachers' guide 2 Pg. 179-182.</p>	
<p>1.2</p>	<p>Mention and describe population distribution patterns.</p> <p>Describe population density and state the formula for calculating it.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to describe population distribution in their home district or around their school. Pairs learners and tasks them to discuss the various settlement or population distribution pattern in East Africa. Also tasks the pairs to state the formula for calculating population density. 	<p>Active geography students' book 2 Pg. 145-146.</p> <p>Internet.</p> <p>Visual images about population distribution patterns.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 135.</p>	

SCHEME OF WORK

		<ul style="list-style-type: none"> Learners in pairs shares their findings by presenting to the entire class as the teacher guides. Individual learners are tasked to draw diagrams showing population /settlement distribution patterns and indicate: <ol style="list-style-type: none"> Evenly distributed population. Scattered distributed population. Clustered distributed population. Linear distributed population. 	Fountain geography for Uganda secondary school teachers' guide 2 pg. 185.	
1.3	<p>Use a sketch map to describe population distribution in East Africa.</p> <p>Identify areas with various population densities in East Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to open the atlas or map illustration about population distribution in East Africa and study it carefully. Tasks learners in their groups to: <ol style="list-style-type: none"> Identify areas of; <ol style="list-style-type: none"> High population density Moderate population density Low population density Tasks learners to make group presentations to the class while the teacher guides. Individual learners are tasked to draw a neat sketch map of East Africa showing population distribution to help the local district planner while drawing a new master plan for settlement. 	<p>Active geography students' book 2 Pg. 147-149.</p> <p>Internet.</p> <p>Atlas of East Africa about population distribution.</p> <p>Visual images about population density.</p> <p>Fountain geography for Uganda secondary school teachers' guide 2 Pg. 182.</p> <p>Fountain geography for Uganda secondary schools learners' book 2 Pg. 134.</p>	
2.1	Mention and describe physical factors	<ul style="list-style-type: none"> Introduces the lesson by asking learners to reflect back to their home areas and 	Visual images about population distribution.	

SCHEME OF WORK

	influencing population distribution and density in East Africa.	<ul style="list-style-type: none"> urban centres they have ever visited or lived. Pairs learners and tasks them to identify physical factors that both attracts and discourages settlement in their areas or towns. Tasks learners to individually write a letter to a friend in another secondary school in a different region of Uganda outlining physical factors responsible for population distribution in his/her district. 	<p>Active geography students' book 2 Pg. 149-150.</p> <p>Longhorn secondary geography, learners' book 2 Pg. 91-92.</p> <p>Longhorn secondary geography, teachers' guide 2 Pg. 167-168.</p>	
2.2	Identify and describe historical and human factors influencing population distribution and density in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by tasking learners to brain storm what they think of historical and human actions influencing settlement in East Africa. Groups learners and tasks them to discuss bot historical and human factors that influences distribution of population in East Africa. Tasks learners to present their findings to the entire class while the teacher harmonises. Individual learners are tasked to create a cross puzzle showing at least six words connected to population concepts and population distribution /density. 	<p>Internet.</p> <p>Visual images about population distribution.</p> <p>Active geography students' book 2 Pg. 149</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 133-135</p> <p>Fountain geography for Uganda secondary schools teachers' guide 2 Pg. 182-185.</p>	
2.3	Identify the components of the population structure.	<ul style="list-style-type: none"> Introduces the lesson by showing learners various images of population pyramids. Groups learners and tasks them to: 	Active geography students' book 2 Pg. 150-157.	

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	Able to draw and interpret the population pyramid.	<p>(a) Observe the various pyramids and identify the differences between them.</p> <p>(b) Tasks groups to present their findings to the entire class while the teacher harmonises.</p> <ul style="list-style-type: none"> Individual learners tasked to construct a population pyramid portraying either Uganda /Kenya /Tanzania population structure and give four reasons responsible for the nature of the structure. 	<p>Fountain geography for Uganda secondary schools teachers' guide book 2 Pg. 193-196.</p> <p>Fountain geography for Uganda secondary schools learners book 2 Pg. 141-142.</p> <p>Internet.</p> <p>Visual images about population pyramid.</p>	
3.1	Examine the factors influencing population growth in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by asking learners to reflect back like ten years ago and today. Groups learners and tasks them to discuss ways how population of their hometowns have been increasing. Tasks learners to make group presentations to the class as the teacher guides. <p>(a) Tasks individual learners to consult school administration on school enrolment data for the current and last year. Use the obtained information to find out whether there is growth on decrease in school population.</p> <p>(b) Write an article to be published in the school magazine describing factors that affect population growth in Uganda.</p>	<p>Active geography students' book 2 Pg. 153.</p> <p>Internet.</p> <p>Fountain geography for Uganda secondary school teachers' guidebook 2 Pg. 193-196.</p> <p>Fountain geography for Uganda secondary school learners' guide 2 Pg. 140-142.</p>	

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3.2	<p>Examine the problems of rapid population growth.</p>	<ul style="list-style-type: none"> Introduces the lesson by showing of photographs /video clips of crowded or slummed areas in East Africa to the learners. Tasks learners to observe and discuss the consequences of what they have seen in pairs. Paired learners share their findings to the whole class while the teacher harmonises. Tasks individual learners to compose a song of three minutes or write a poem or play advising East Africans to control birth rates, polygamy and slum growth to reduce of the negative consequences of population growth. 	<p>Active geography students' book 2 Pg. 162.</p> <p>Fountain geography for secondary schools learners' book 2 Pg. 143-144.</p> <p>Fountain geography for Uganda secondary school teachers' guide 2 Pg. 198-200.</p> <p>Internet.</p> <p>Visual images about population areas.</p>	
3.3	<p>Discuss the importance of rapid population growth to the economic development of East Africa.</p> <p>Suggest possible ways government of East Africa can implement to reduce on rapid population growth.</p>	<ul style="list-style-type: none"> Introduces the lesson by asking learners to reflect back onto their regional cities. <ol style="list-style-type: none"> Pairs learners to compare the cities and rural areas and identify major differences in economic development levels. Discuss benefits of a large population as well as suggesting possible solutions to the problems associated with rapid growth of population. The pairs are tasked to share their findings in class while the teacher guides. The individual learners are tasked to write their views that will be presented in a school debate on a motion stated 	<p>Fountain geography for Uganda secondary school learners' Book 2 Pg. 143-144.</p> <p>Fountain geography for Uganda secondary school teachers' guide 2 Pg. 198-200.</p> <p>Active geography students' book 2 Pg. 162-163.</p> <p>Internet.</p>	

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		as “Rapid population growth is a blessing to East Africa’s development”.		
4.1	Discuss the relationship between population, resource, and provision of services.	<ul style="list-style-type: none"> Introduces the lesson by playing a video clip or documentary or photographs showing populated areas against available resources e.g., many people lining to obtain water from a borehole. Groups learners and tasks them to discuss the challenges most populated areas face in accessing social services. Learners are tasked to share their findings to the entire class as the teacher guides. Individual learners are tasked to discuss the factors that the government considers when allocating financial resources to each district I Uganda and present to the class. 	<p>Active geography students’ book 2 Pg. 158-159.</p> <p>Internet.</p> <p>Fountain geography for Uganda secondary school teachers’ guidebook 2 Pg. 208-213.</p> <p>Fountain geography for Uganda secondary school learners’ book 2 Pg. 140-144.</p>	
4.2	<p>Defines migration State the types of migration</p> <p>Mention reasons why people migrate from place to place.</p>	<ul style="list-style-type: none"> Introduces the lesson by portraying photographs of different types of migration i.e. showing people moving from one place to another. Groups the learners and tasks them to: <ol style="list-style-type: none"> Identify activities they have seen in the photographs. State the types of movements in the various photographs. State reasons for the movements in the photographs and shares findings in class. 	<p>Fountain geography for Uganda secondary school learners’ book 2 Pg. 145.</p> <p>Longhorn secondary geography learners’ book S.2 Pg. 94</p> <p>Internet.</p> <p>Visual images of people migrating.</p> <p>Video clips of migration.</p>	

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		<ul style="list-style-type: none"> • Tasks where they would like to go, work and live after studies and then give reasons why. 		
4.3	<p>Define rural urban migration.</p> <p>State and explain the push and pull factors that local to rural urban migration.</p>	<ul style="list-style-type: none"> • Introduces the lesson by telling learners a story on how and why he or she moved from his village to urban area during his/her youth age. • Groups learners and tasks them to state the factors that cause or lead to rural urban migration and presents to the entire class. • Tasks individual learners to draw a table with two columns and list the pull and push factors of rural urban migration. 	<p>Fountain geography for Uganda secondary school learners' book 2 Pg. 145-146.</p> <p>Internet.</p> <p>Local environment.</p> <p>Photographs of rural urban migration.</p>	
5.1	<p>State reasons for rural urban migration.</p>	<ul style="list-style-type: none"> • Introduces the lesson by portraying a video clip of urban centre and rural area. • Groups learners and tasks them to mention what they observed from the video clip presented to them and may motivate people to move to urban centres and discourage them from living in rural areas. • Learners discuss and present their findings during classroom presentations as the teacher guides. • Task individual learners to visit any of the nearby urban area or developed centre, interview the local people on; (a) Where they migrated from 	<p>Video clip of urban centre.</p> <p>Internet.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 93.</p>	

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		<p>(b) What could have influenced them to move from where they could have come from to that area?</p> <p>(c) Reasons why they settled in that particular centre or urban area.</p>		
5.2	<p>Define urbanisation and state examples of urban centres in East Africa.</p> <p>Suggest possible solutions to problems facing urban centres.</p>	<ul style="list-style-type: none"> Introduces a lesson by displaying a sketch map of East Africa showing location of urban centres. Groups learners and tasks them to: <ol style="list-style-type: none"> Identify examples of urban centres from the sketch map. Suggest the possible solutions to the problems facing urban centres. Learners discuss and present their finding during classroom presentation while the teacher moderates. Learners tasked to write their views that would be presented during class debate proposing the motion "Urban centres are the best not the worst places to live in". 	<p>Fountain geography for Uganda secondary school learners' book 2 Pg. 94.</p> <p>Fountain geography for Uganda secondary school teachers' guide Pg. 95.</p> <p>Photographs of slum areas of urban centres.</p>	
5.3	<p>Identify suggest and suggest the solutions to the problems facing urban centres in E. Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by displaying photographs of properly managed urban centres. Groups learners and tasks them to observe the photographs. Identify and suggest the possible solutions to problems facing people living in urban centres and shares to the rest of the class. 	<p>Fountain geography for Uganda secondary school learners' book 2 Pg. 145.</p> <p>Internet.</p> <p>Visual image of properly managed urban centres.</p>	

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6.1	<p>State the functions of urban centres in East Africa.</p>	<ul style="list-style-type: none"> Introduces the lesson by tasking learners to mention any two functions of the towns that exist within their region. Groups the learners and tasks them to state the functions of urban centres in E. Africa. Learners discuss and share their findings during classroom presentations as the teacher guides. Individual learners tasked to state how his or her own town area has benefited the communities around. 	<p>Long horn secondary geography learners book S.2 Pg. 98.</p> <p>Internet</p> <p>Photographs of urban centres.</p>	
6.2	<p>State the activities done in any of the near urban centres.</p> <p>Describe the land use patterns in the town.</p> <p>Explain the relationship between activities in towns and land uses.</p>	<ul style="list-style-type: none"> Introduces the lesson by tasking learners to identify any of the near urban centres, state the activities carried in and around the identified urban centre. Groups the learners and tasks them: <ol style="list-style-type: none"> State other activities done in urban centres. Describe the land use patterns in urban centres. Explain the relationship between activities in towns and land use types. Learners discuss and share their findings during classroom presentations. Task individual learner to visit the nearby town and write a report on the following: <ol style="list-style-type: none"> The key activities done in towns. 	<p>Longhorn secondary geography learners book S.2 Pg. 96.</p> <p>Longhorn secondary geography teachers guidebook 2 Pg. 74.</p> <p>Internet</p> <p>Visual images of urban centres.</p>	

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		<p>(b) Describe the land use patterns.</p> <p>(c) Explain the relationship between activities done in towns and land uses.</p>		
<p>6.3</p> <p>Activity of integration.</p>	<p>Evaluates knowledge, skills, understanding, values and appreciation of population and urbanisation concepts as key to East Africa's sustainable development worthy serious attention.</p>	<ul style="list-style-type: none"> Tasks learners to assume they were the minister of economic planning and development in any planning and the East African countries, to draft a proposal to be addressed to urban planners guiding them on how to address population and urban related issues so that by the year 2040, consequences of rural –urban migration and pressure on natural resources are minimal. <p>Or</p> <ul style="list-style-type: none"> Gives any other activity so long as knowledge, understanding, skills and values are reflected in evaluation. 	<p>Active geography students book 2 Pg. 169.</p> <p>Fountain geography for secondary school learners' book 2 Pg. 153.</p>	
<p>7.1</p> <p>Transport and communication in East Africa.</p>	<p>Identify and describe the traditional forms of transport.</p> <p>State reasons why the traditional forms of transport are still being used in East Africa.</p>	<ul style="list-style-type: none"> Introduces the topic by showing learners photographs of different traditional forms of transport, it can be video clip or images etc. Groups learners and tasks them to: <ol style="list-style-type: none"> State what they see in the photographs. Identify area in E. Africa where the traditional forms of transports in the photographs are still being utilized while giving reasons. Learners shares their findings during classroom presentations. 	<p>Fountain geography for Uganda secondary school learners' book 2 Pg. 156-158.</p> <p>Visual images of traditional form of transport.</p> <p>Internet.</p>	

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		<ul style="list-style-type: none"> • Gives a learner exercise Assuming were the chairperson (LCI) of your village, prepare a speech for the local community emphasising the importance of traditional forms of transport. 		
7.2	Identify forms of transport i.e. human, animal, road, railway and water transport in E. Africa.	<ul style="list-style-type: none"> • Introduces the lesson showing learners different photographs portraying different forms of transport. • Groups the learners and tasks them to identify the major forms of transport shown in the photographs' learners present their findings during classroom presentations. • Tasks individual learner to assume that he/she was living in urban area. Thus should identify the commonest and the least means of transport he or she would see or observe in the town. 	<p>Photographs showing various forms of transport.</p> <p>Fountain geography learners guide Pg. 156-158.</p> <p>Internet</p>	
7.3	Explain problems of transport in East Africa.	<ul style="list-style-type: none"> • Introduces the lesson by telling learners how the common forms of transport in his /her local area are always affected by natural factors like rains that cause floods etc. • Groups learners and tasks them to; Name the common means of transport in E. Africa and state the problems faced by transport of East Africa. • Tasks learners to design a flyer on the problems of transport in E. Africa to be given or published to the local communities around the school or any other activity as long as it checks 	<p>Visual images of transport forms.</p> <p>Photographs showing various forms of transport.</p> <p>Internet</p> <p>Fountain geography for Uganda secondary school's learner's book 2 Pg. 159.</p> <p>Local environment.</p>	

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		whether learning outcomes have been achieved.		
8.1	Understanding types of transport.	<ul style="list-style-type: none"> Introduces the lesson by displaying the video clip /photographs portraying the varied forms of transport. Groups learners and tasks them to identify and discuss the forms of transport that they see in the photographs. Learners discuss and present their findings during classroom presentations. Tasks individual learners to write a letter to the minutes of public works and transport asking him to modernise the available forms of transport in their district. 	<p>Fountain geography for Uganda secondary school teacher guidebook 2 Pg. 219.</p> <p>Internet</p> <p>A video clip/photographs images of different forms of transport.</p>	
8.2	Identify suitable types of transport.	<ul style="list-style-type: none"> Introduces the lesson by showing learners a video clip/images/photographs showing different types of suitable transport. Groups learners and tasks them to flash back to their homes and identify the suitable types of transport being used while giving reasons. Tasks individual learners to write and easily recommending the best means of transport to be used around their school by the community members. 	<p>Fountain geography for Uganda secondary schools learner book 2 Pg. 163</p> <p>Video clips, images and photographs showing suitable means of transport.</p>	
8.3	States and explains the factors influencing the distribution of transport in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by tasking learners to state what could have influenced the development of the forms of transport that exist in the 	Fountain geography for Uganda secondary school learners' book	

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		<p>communities around the school and in their local home areas.</p> <ul style="list-style-type: none"> • Tasks learners to form groups, state and explain the factors that influence the distribution of transport in East Africa. • Tasks a learner to write paragraphs of five lines explain why road is the common form of transport developed in East Africa. 		
9.1	Discuss the advantages and disadvantages of the major types of transport in East Africa.	<ul style="list-style-type: none"> • Introduces the lesson by asking learners to flash back on how they see different people using different types of transport and challenges faced. • Groups learners and tasks them to discuss how different types of transport differ in terms of speed, cost and ability to copy goods. • Also, task learners to state the advantages and disadvantages of each types. • Learners in their groups share their findings to the rest of the class as the teacher guides. • Individual learners are tasked to prepare a speech to be read in a meeting of local investors where the school is located advising them to select the best method of transport in their area for quick movement of their products to market centres. • 	<p>Active geography student's book 2 Pg. 178.</p> <p>Internet.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 170-171.</p> <p>Fountain geography for Uganda secondary school teachers' guide 2 Pg.</p> <p>Visual images about various types of transport in East Africa.</p>	

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9.2	Identifying major transport routes in East Africa.	<ul style="list-style-type: none"> Introduces the lesson by showing video clip /photographs or maps to the learners and: Pairs them and tasks them to critically observe the clips /map /photographs. After, identify the major method /type of transport shown. Paired learners share their findings to the rest of the class while the teacher harmonising. Tasks individual learners to draw a sketch map of East Africa and on it locate major route centres connecting the region. 	<p>Active geography students book 2 Pg. 178-181.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 168-169.</p> <p>Fountain geography for Uganda secondary school teachers guide 2 Pg. 238-239.</p> <p>Internet</p> <p>Visual images about various transport routes.</p>	
9.3	Understanding types of communication.	<ul style="list-style-type: none"> Introduces the lesson by playing a conversation clip recoded or a skit or play or video or call upon some learners to volunteer and act as deaf or blind trying to communicate to each other. Pairs learners and tasks them to identify and discuss the various types of communication expressed in the clip/video /audio/ play/drama, etc. Tasks the pairs to present their findings to the entire class while the teacher moderates. Task individual learners to write the advantages and disadvantages of any two types of transport and shares with the entire class. 	<p>Active geography students book 2 Pg. 189-190.</p> <p>Internet</p> <p>Visual images about various forms /types of communication.</p> <p>Fountain geography for Uganda secondary school learners' book 2 Pg. 172-173.</p>	

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<p>10.1</p>	<p>Understanding modern forms of communication.</p> <p>Compare and contrast traditional and modern forms of communication.</p>	<ul style="list-style-type: none"> • Introduces the lesson by displaying to the class modern gadgets for communication like Television, radio, projector, computer, smart phone, etc. • Tasks learners to pair, identify and name each tool or gadget displayed whether physically or in photographs or illustrations. • The pairs describe how each gadget or tool is used in communication to the rest of the class while the teacher guides. • Individual learners are tasked to draw a table to compare and contrast traditional and modern forms of communication and present the table to the rest of the class for discussion. 	<p>Active geography students book 2 Pg. 189-191.</p> <p>Internet</p> <p>Visual clips /images about modern forms of communication.</p> <p>Fountain geography for Uganda secondary school teacher's guidebook 2 Pg. 248-250.</p>	
<p>10.2</p>	<p>State the advantages and disadvantages of digital form of communication.</p>	<ul style="list-style-type: none"> • Introduces the lesson by displaying video clips or photographs showing accidents occurred because the people involved were communicating digitally etc. • Groups learners and tasks them to discuss the advantages and disadvantages of using digital forms of communication and present their findings to the rest of the class. • Tasks individual learners to make a survey on any tele communication company in the nearby city and write a report explaining how the company has eased communication to its clients. 	<p>Active geography students book 2 Pg. 192-193.</p> <p>Internet.</p> <p>Video clips about digital communication.</p> <p>Fountain geography for Uganda secondary school teachers' guide S.2 Pg. 246.</p>	

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		Also, present challenges the customers are reporting to the company and how the company is trying to solve them.		
10.3 Activity of integration	Assess knowledge, understanding, skills values and attitudes acquired from activities about transport and communication concepts.	<ul style="list-style-type: none"> Task learners to assume that they were in the position of chief advisers to the ministry of Education and Sports in Uganda. As the chief adviser, having observed the increasing usage of digital means of communication in the country especially in places of work, guide the ministry on how to integrate use of internet, mobile phones and computers in schools. <p>Or create any other activity of integration so long as assesses knowledge, understanding, skills values and attitude aspects of the competency-based learning. N.B: Must be investigative.</p>	Active geography students book 2 Pg. 194.	
11-12	Weeks 11 and 12 should be reserved for end of year assessment and marking.			