

# A SAMPLE SCHEME OF WORK FOR A COMPETENCY- BASED CURRICULUM

SCHOOL: ST. MARY'S SENIOR SECONDARY SCHOOL

NAME OF TEACHER: OPENDI JOHN

CLASS: S.1

SUBJECT: GEOGRAPHY

TERM: ONE YEAR: 2022

WEEK	PERIODS	THEME/ TOPIC	SUB- TOPIC	COMPETENCY	LEARNING OUTCOMES	LEARNING ACTIVITIES	METHODOLOGY	TEACHING/LEARNIN G RESOURCES	REFERENCES	REMARKS
6 (8 <sup>th</sup> -24 <sup>th</sup> February 2022)	4	The Earth and its moveme nts	What structure is the earth?	The learner understands the relationship between the Earth and the sun and the effects these have on our lives.	The learner should be able to: 1. understand the relationship between the Earth and the sun and how this affects temperature and seasons(u) 2. Draw diagrams to show the relationship between the Earth and the sun's rays and the causes of temperature variations and use these to show why the Earth can be divided into tropical, temperate and Polar Regions.	In pairs learners observe the globe or ball and; -identify the position of the poles and the equator -describe what the earth looks like at the poles and the equator -describe the shape of the earth	Learner centered method through the following techniques: <ul style="list-style-type: none"> <li>Group work will be used to develop communication, cooperation, good listening skills,</li> <li>Demonstration of how the Earth moves relative to the sun</li> <li>Questioning will help in critical thinking skills</li> </ul>	-Globe or Ball, Source of light(torch) to show position of the earth  -ICT simulation to reinforce understanding of the shape of the Earth and its movements relative to the sun	-NCDC (2020) Teachers' guide for senior one, lower secondary school curriculum pg. -NCDC (2020) Geography text book, senior one, lower secondary school curriculum p.51- 53  -Royal geography society (2021) what is geography <a href="https://www.rgs.org/geography/what-is-geography/">https://www.rgs.org/geography/wh at-is geography/</a> accessed 15-1-2022. 5pm	

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### LESSON PLAN TEMPLATE FOR COMPETENCY BASED CURRICULUM FOR LOWER SECONDARY

<b>School:</b>	ST. MARY'S SECONDARY SCHOOL	<b>Date:</b>	21.1.2022
<b>Subject:</b>	GEOGRAPHY	<b>Time:</b>	8:00-8:40
<b>Teacher:</b>	MR. OPENDI JOHN	<b>Duration:</b>	40 MINUTES
<b>Class:</b>	S.1 C	<b>Number of learners:</b>	Boys: 27
<b>Term:</b>	ONE		Girls:23

<b>Theme:</b>	Introduction to geography
<b>Topic:</b>	Movement of the earth and major climatic zones of the world
<b>Subtopic</b>	What structure is the earth?
<b>Competency:</b>	The learner understands the relationship between the Earth and the sun and the effects these have on our lives.
<b>Learning Outcome(s):</b>	<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>1.understand the relationship between the Earth and the sun and how this affects temperature and seasons(u)</li> <li>2. Draw diagrams to show the relationship between the Earth and the sun's rays and the causes of temperature variations and use these to show why the Earth can be divided into tropical, temperate and Polar Regions.</li> </ol>

<b>Generic skill(s):</b>	Collaboration, Observation and Critical thinking
<b>Value(s):</b>	Positive attitude towards work, Harmony, Honesty and Respect
<b>Cross cutting issue(s):</b>	Environmental awareness Patriotism Diversity and inclusion
<b>Key Learning Outcome(s):</b>	Self-assured individuals who relate well with others Life long learners who can plan, reflect and direct their own learning Positive contributors to society who have acquired and apply collaborative and critical thinking skills

#### Pre- Requisite Knowledge:

1. Learners already have knowledge of major planets in the universe

#### Learning materials:

1. -Globe or Ball, and Source of light(torch) to show position of the earth
2. ICT simulation to reinforce understanding of the shape of the Earth and its movements relative to the sun

#### References:

1. NCDC (2020) Teachers' guide for senior one, Lower secondary school curriculum pg.  
NCDC (2020) Geography text book, senior one, Lower secondary school curriculum p.51-53
2. Royal geography society (2021) Structure of the Earth [https://www.rgs.org/geography/earth structure /](https://www.rgs.org/geography/earth_structure/) accessed 15-1-2022. 5pm

#### LESSON PRESENTATION

Time	Phase /Step	Teacher's activity	Learners' activity
		<ul style="list-style-type: none"> <li>• Observation</li> <li>• Conversation</li> <li>• Product</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery</li> <li>• Explanatory</li> <li>• Analysis</li> <li>• Application</li> </ul>
5 minutes	Introduction	Organise learners into pairs Briefs learners about the activity Identifies the teaching /learning resources	Join the pairs and select leaders Take note of the activity from the learner's guide Mobilize the resources to use to do the activity

<b>18 minutes</b>	<b>Lesson development</b>	<p>Observe learners as they do the activity and assist them where they get challenge</p> <p>Observe learners as they demonstrate their models and give a verbal explanation of the processes at work</p> <p>Ensure that every learner participates in the activity and that each pair comes up with a write-up.</p> <p>Observe learners' models and drawn diagrams, and their verbal and written explanations with appropriate vocabulary</p>	<p>In pairs peers do the activity</p> <p>Using the globe, learners observe and discover the position of the poles and the equator</p> <p>Learners apply collaboration skills to come up with explanation of how the earth looks like at the poles and the equator</p>
<b>12 minutes</b>	<b>Lesson evaluation</b>	Guide learners in a whole class discussion to share their views.	<p>Through discussion, learners share written work</p> <p>Analysis of the answers given by each learner in group</p> <p>Jointly evaluate the answers from each group</p> <p>Learners present their products to the teacher for appraisal</p>
<b>5 minutes</b>	<b>Lesson conclusion</b>	Teacher corrects the mistakes and clear doubts, if any	Make adjustment in the product for future reference

TEACHER SELF-ASSESSMENT:

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#### WORK SHEET

#### LESSON QUESTIONS / NOTES

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