

. SCHEME OF WORK OF GEOGRAPHY FORM THREE YEAR OF 2023

Competence	Specific Objectives	Month	Week	Main Topic	Sub Topic	Periods	Teaching Activities	Learning Activities	Learning Aids	Assessment	References	Remarks
The student should have ability to: describe the structure of the earth	The student should be able to: 1. Identify concentric zones of the earth.	January	Week 3	STRUCTURE OF THE EARTH	The earth's crust, the mantle, the core and their respective characteristics.	2	(i) By using a model of internal structure of the earth/diagrams, the teacher to guide students in groups to observe and identify the zones (the crust, the mantle and the core) of the earth. (ii) To guide students to clarify on the concentric zones of the earth. (iii) To guide the students to draw and label the concentric zones of the earth. (iv) To assign students to read written materials on structure of the earth and collect information for variation of density and thickness of zones.	i) students to read written materials on structure of the earth and collect information for variation of density and thickness of zones.	Models of inner structure of the earth. Diagrams showing concentric zones of the earth. Written materials on structure of the earth. Diagrams of concentric zones of the earth. Models of inner structure of the earth	Are students able to: 1. Identify concentric zones of the earth?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: describe the structure of the earth	2. Account for the variation in density and thickness of the concentric zones of the earth's crust. 3. Describe the characteristics of the earth's crust, the mantle and the core	January	Week 3	STRUCTURE OF THE EARTH	The earth's crust, the mantle, the core and their respective characteristics.	1	(v) To guide students to summarize the variation of density and thickness of concentric zones. (vi) Using diagrams/models of inner structure of the earth, to guide students to discuss and describe in groups the characteristics of concentric zones of the earth.	ii) students to summarize the variation of density and thickness of concentric zones. iii) students to discuss and describe in groups the characteristics of concentric zones of the earth.	Models of inner structure of the earth. Diagrams showing concentric zones of the earth.	2. Draw diagrams illustrating the core, mantle and crust? Are students able to account for the variation in: 1. Density of the concentric zones? 2. The thickness of the concentric zones? Are students able to describe the characteristics of the crust, mantle and the core?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.
The student should have ability to: explain the formation of rocks	The student should be able to: 1. Identify types of rocks of the earth's crust,	January	Week 4	STRUCTURE OF THE EARTH	Types: of rocks of the earth's crust.	2	(i) Using samples of rocks to guide students in groups to discuss and identify the major types of rocks.	i) students in groups to discuss and identify the major types of rocks.	Samples of rocks.	Are students able to identify types of rocks of the earth's crust?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: explain the formation of rocks	2. Explain the mode of formation for each type of rocks and their economic importance.	January	Week 4	STRUCTURE OF THE EARTH	Types: of rocks of the earth's crust	1	(ii) To guide each group to present and describe the characteristics of the major types of rocks and write a summary. (iii) Using samples of rocks, to guide students in groups to brainstorm on mode of formation and the economic importance of each rock type. (iv) To guide each group to discuss, present and make summary of mode of formation and economic importance of rocks.	ii) group to discuss, present and make summary of mode of formation and economic importance of rocks.	Diagrams showing concentric zones of the earth.	Are students able to explain: 1. The mode of formation for each type of a rock? 2. The economic importance of each type of rock?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.

The student should have	The student should be able to describe the geological time	February	Week 1	STRUCTURE OF THE EARTH	Simplified geological Time Scale	3	Using a Geological Time Scale Chart the teacher to guide students in groups to discuss and describe the geological time scale and make a summary.	students in groups to discuss and describe the geological time scale and make a summary.	Chart of simple geological. Time Scale	Are students able to describe the geological time scale?	Geography For Secondary Schools,	.
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ability to: describe geological Scale	scale.										Students Book Form Three. T.I.E By	
The student should have ability to: explain earths movement s	The student should be able to explain the forces which cause earth movements and their origin	Febru ary	Week 2	FORCES THAT AFFECT THE EARTH	Forces causing earth movements.	3	(i) To guide the students in groups to brainstorm the origin and causes of earth movements. (ii) Using the three dimensional diagrams to demonstrate and elaborate the process. (iii) To guide each group to demonstrate, discuss and summarise the origin and causes of earth movements.	students in groups to brainstorm the origin and causes of earth movements.	Diagrams. showing movements of the earth,	Are students able to describe the vertical/radial movements?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: explain resultant features from vertical and radial movement s	The student should be able to: 1. Describe the vertical/ radial movement	Febru ary	Week 3	FORCES THAT AFFECT THE EARTH	2 Internal forces i) Radial! Vertical movement	3	(i) Using models/diagrams/ video showing vertical movement to demonstrate the upward and downward movement of the earth, (ii) Using models to guide students in groups to discuss, demonstrate and describe the vertical movement of the earth. (iii) To guide each group to discuss, describe, present and make summary of the vertical movements of the earth. (iv) Using written documents to guide students in groups to discuss and identify the resulting features from vertical/radial movements.	i) students in groups to discuss, demonstrate and describe the vertical movement of the earth.	Diagrams Models/video Three dimensional diagrams and maps Written documents A® Wall maps	Are students able to identify the resulting features from the vertical/radial earth movement?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: explain resultant fea	2. Identify the resulting features from the vertical movement	Febru ary	Week 4	FORCES THAT AFFECT THE EARTH	2 Internal forces i) Radial! Vertical movement	3	(v) By the use of wall maps, to guide students to locate the specific areas affected as a result of this process. (vi) To guide each group to present and make summary. .	ii) students in groups to discuss and identify the resulting features from vertical/radial movements.	Models/video Three dimensional diagrams and maps Written documents A® Wall maps	Are students able to identify the resulting features from the vertical/radial earth movement?	School Certificate Geography Form Three By Aikande Urasa,Geogr aphy In Focus Form Three By Shomary Mzezele	.
The student should have ability to: draw diagrams showing horizontal forces	The. student should be able to: 1, Explain how horizontal movements take place 2. Identify different features produced by horizontal forces.	March	Week 1	FORCES THAT AFFECT THE EARTH	Lateral or horizontal movement	3	(i) Using written texts on earth movements to guide students in groups to discuss and explain how horizontal movements take place,(ii) To guide students to present in the class what they have gathered. (iii) To guide students to summarize how horizontal movements take place. (iv) Using written texts on earth movements the teacher to guide students in groups to discuss and identify features produced by horizontal movements.	i) students in groups to discuss and explain how horizontal movements take place .ii) students to present in the class what they have gathered.	Written texts on the lateral/horizontal movements.	Are students able to explain how horizontal movements take place?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: --draw diagrams showing horizontal forces	2. Identify different features produced by horizontal forces.	March	Week 2	FORCES THAT AFFECT THE EARTH	Lateral or horizontal movement	3	(v) To guide each group to discuss the effects of the features produced on the environment such as changes in relief, moderation of climate, mineral exploitation, soil pH. (vi) To guide students to present and summarize.	iii) students in groups to discuss and identify features produced by horizontal movements.	Written texts on the lateral/horizontal movements.	Are students able to identify features produced by horizontal forces?	School Certificate Geography Form Three By Aikande Urasa,Geogr aphy In Focus Form Three By Shomary	.

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The student should have ability to: demonstrate resultant features of volcanicity	The student should be able to: 1. Differentiate volcanicity from volcanicity.	March	Week 3	FORCES THAT AFFECT THE EARTH	Vulcanicity	3	(i) Using written documents on volcanism the teacher to guide students in groups to discuss the differences between volcanicity and volcanicity. (ii) To guide students to clarify on the differences. (iii) Using different texts on volcanicity to guide students in groups to discuss and explain the causes of volcanicity, volcanicity and the resulting features. (iv) To guide each group to discuss, present and make summary.	i) students in groups to discuss the differences between volcanicity and volcanicity.	Written documents on volcanism. Maps Written documents on volcanoes Texts on volcanicity	Are students able to differentiate volcanicity from volcanicity? Are students able to explain: (i) the causes of volcanicity and volcanicity? (ii) the resulting features of volcanicity? Are students able to classify features resulting from the process of volcanicity? Are students able to locate the distribution of major volcanic zones in the world? Are students able to assess the economic importance of volcanoes?	Mzezele Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: -demonstrate resultant features of volcanicity	2. Explain causes of volcanicity, volcanicity and the resulting features. 3. Classify features resulting from the processes of volcanicity. 4. Locate the distribution of major volcanic zones in the world, 5. Assess the economic importance of volcanoes.	March	Week 4	FORCES THAT AFFECT THE EARTH	Vulcanicity	1	(v) Using different texts written on volcanicity, o guide students in groups to discuss and classify features resulting from the processes of volcanicity and volcanicity. (vi) To guide each group to present the classification of features resulting from the processes and make suggestions.	ii) students in groups to discuss and explain the causes of volcanicity, volcanicity and the resulting features. iii) students in groups to discuss and classify features resulting from the processes of volcanicity and volcanicity. iv) students to draw and locate the distribution of major volcanic zones in the world.	Written documents on volcanism. Maps Written documents on volcanoes Texts on volcanicity	Are students able to differentiate volcanicity from volcanicity? Are students able to explain: (i) the causes of volcanicity and volcanicity? (ii) the resulting features of volcanicity? Are students able to classify features resulting from the process of volcanicity? Are students able to locate the distribution of major volcanic zones in the world? Are students able to assess the economic importance of volcanoes?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.
The student should have ability to: locate the	The student should be able to: 1. Define earthquake, epicenter and focus.	March	Week 4	FORCES THAT AFFECT THE EARTH	Earth quakes	- 2	(i) To guide students to read different texts on earthquake for the definitions of earthquake, epicenter and focus.. (ii) To guide the students to clarify on definitions of earthquake, epicenter and focus.	i) students to read different texts on earthquake for the definitions of earthquake, epicenter and focus.. ii) students to clarify on definitions of earthquake,	Texts on earthquakes. Pictures of a seismograph Seismograph Pictures	Are students able to define: earthquake? epicenter? focus? Are students able to describe how	Geography For Secondary Schools, Students Book Form	.

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center of earth quake	2. Describe how earthquake can be detected. 3. Explain the causes and effects of earth quake. 4. Locate the possible areas where earthquake is likely to occur on world map.						(iii) Using pictures of seismograph, to demonstrate how earthquake can be detected. (iv) Using pictures of seismograph, to guide students in groups to describe how earthquake can be detected and make a summary. (v) Using pictures showing effects of earthquakes, diagrams/video to guide the students to discuss and explain in groups the causes and effects of earthquakes. (vi) To guide each group to present the causes and effects of earthquakes. (vii) Using written documents the teacher	epicenter and focus. iii) students in groups to describe how earthquake can be detected and make a summary. iv) students to summarise on the causes, effects and precautionary measures to be taken.	showing earthquakes. Video Written texts World maps	earth quake can be detected? Are students able to explain: 1. causes of earthquake? 2. effects of earthquake? Are students able to locate areas where earthquake is likely to occur on world map?	Three. By T.I.E	
The student should have ability to: describe types of mass wasting	The student should be able to: Define mass wasting. 2. Identify types of mass wasting. 3. Describe the factors which cause mass wasting. 4. Assess the effects of mass wasting to the environment,	April	Week 1	FORCES THAT AFFECT THE EARTH	External forces i) Mass wasting	4	i) To assign students individually to search for the definition of a mass wasting from texts on mass wasting. ii) To guide the students summarise on the definition of mass wasting. (iii) Using texts on mass wasting to guide students in groups to discuss, identify and present types of mass wasting. (iv) To guide the students to make summary of different types of mass wasting. (v) Using texts, to guide students in groups to discuss and describe the factors which cause mass wasting. (vi) The teacher to guide each group to discuss and present the factors which cause mass wasting and make summary. (vii) Using written documents the teacher to assign students individually to search for information on the effects of mass was	i) students summarise on the definition of mass wasting. ii) students in groups to discuss, identify and present types of mass wasting. iii) students to make summary of different types of mass wasting. iv) students individually to search for information on the effects of mass wasting to the environment.	Texts on mass wasting.	Are students able to define mass wasting? Are students able to identify types of mass wasting? Are students able to describe the factors which cause mass wasting?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
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The student should have ability to: assess the importance of weathering process.	The student should be able to: 1. Define the term weathering. 2. Identify types of weathering. 3. Differentiate weathering processes. 4. Assess the significance of weathering,	April	Week 4	FORCES THAT AFFECT THE EARTH	Weathering	4	(i) To guide students in groups to search for definition of weathering from texts. (ii) To guide students clarify on the meaning of weathering. (iii) Using texts on weathering to guide students to identify different types of weathering from the immediate environment. (iv) To guide students in groups to present and make summary of different types of weathering (physical, chemical and biological). (v) With the aid of diagrams showing types of weathering r to guide students in groups to discuss and present the different weathering processes and make summary. (vi) Using written documents to assign students in groups to search for and make an assessment on the significance of weathering.	i) students in groups to search for definition of weathering from texts. ii) students to identify different types of weathering from the immediate environment. iii) students in groups to present and make summary of different types of weathering (physical, chemical and biological). iv) students in groups to search for and make an assessment on the significance of weathering.	Texts on weathering Diagrams showing types of weathering. Written documents	Are students able to define weathering? Are students able to identify types of weathering? Are students able to differentiate weathering processes? Are students able to assess the significance of weathering?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have	The student should be able to: 1. Define the concept of	May	Week 1	FORCES THAT AFFECT THE	Erosion and Deposition by running water, ice,	2	i) Using questions and answers to guide students in group to define erosion and deposition.	i) students in group to define erosion and deposition. ii) students in groups to read different texts on erosion and	Texts on erosion and deposition. Diagrams Photographs, a	Are students able to define the concept of: erosion?	Geography For Secondary Schools,	.

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ability to: understand the significance of erosion in nature.	erosion and deposition.			EARTH	wind and wave action.			deposition to examine how running water, ice action, wind action and wave action operate on the landscape.	visit site. Photographs Pictures Video	deposition? Are the students able to: (i) examine how agents of erosion operate on the landscape? (ii) examine how agents of Deposition operate on the landscape? Are students able to: (i) examine erosional features for each agent? (ii) examine depositional features for each agent? Are students able to:	Students Book Form Three. By T.I.E	
The student should have ability to: understand the significance of erosion in nature	2. Examine how agents of erosion and deposition operate on the landscape. 3. Examine erosional and depositional features for each agent. 4. Assess the importance of erosional and depositional features to human beings.	May-1	Week 1	FORCES THAT AFFECT THE EARTH	Erosion and Deposition by running water, ice, wind and wave action.	1	(ii) The guide students in groups to read different texts on erosion and deposition to examine how running water, ice action, wind action and wave action operate on the landscape. (iii) To guide students in groups to present how each of the agents operate. (iv) To guide students to write the summary of erosional and depositional process for each. (v) Using diagrams/ photographs to guide students in groups to differentiate between erosional and depositional features produced by each agent. (vi) To guide individual students to draw erosional features produced by each agent.	iii) students to write the summary of erosional and depositional process for each. iv) students in groups to differentiate between erosional and depositional features produced by each agent. v) students in groups to discuss and present the importance of erosional and depositional features to human beings.	Texts on erosion and deposition. Diagrams Photographs, a visit site. Photographs Pictures Video	1. assess the importance of erosional features to human beings? 2. assess the importance of depositional features to human beings?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.
The student should have ability to: describe effects of artificial forces in nature	The student should be able to: 1. Explain the meaning of artificial forces which cause earth movements.	May	Week 2	FORCES THAT AFFECT THE EARTH	Artificial forces	2	i) Using written documents to guide the students to explain on the meaning of artificial forces. (ii) To guide students to clarify on the meaning of artificial forces.	i) students in groups to read literature on artificial forces and search information on the causes of artificial forces.	Written documents on artificial forces. Photographs of artificial forces.	Are students able to explain the meaning of artificial forces which cause earth movements?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: describe effects of artificial forces in nature	2. describe causes and effects of artificial forces.	May	Week 2	FORCES THAT AFFECT THE EARTH	Artificial forces	1	(iii) To distribute photographs of artificial forces to groups of students for identification of different types of artificial forces. (iv) To assign students in groups to read literature on artificial forces and search information on the causes of artificial forces. (v) To guide each group to discuss present and make summary .	ii) students to clarify on the meaning of artificial forces.	Written documents on artificial forces. Photographs of artificial forces.	Are students able to describe: 1. Cause of artificial forces? 2. Effects of artificial forces?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.
The student should	The student should be able to: 1. Define soil	May	Week 3	SOIL	soil formation	2	(i) Using texts on soil to guide students in groups to define soil. (ii) To guide students to clarify on the	i) students in groups to define soil. ii) students to clarify on the	Texts on soil	Are students able to define soil? Are students able	Geography For Secondary	.

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have ability to: describe how soil is formed	2. Describe factors for soil formation 3. Assess the importance of soil.						definition of soil. (iii) Using guiding questions to assign students in groups to search for factors of soil formation. (iv) To guide each group to discuss, present and summarize the factors for soil formation. (v) Using written documents the teacher to assign students in groups to make assessment on the importance of soil. (vi) To guide each group to discuss, present and summarize the importance of soil.	definition of soil. iii) students in groups to search for factors of soil formation.		to describe factors for soil formation? Are students able to assess the importance of soil	Schools, Students Book Form Three. By T.I.E	
The student should have ability to: draw a diagram to show soil composition/ profile	The student should be able to illustrate soil composition and properties,	May	Week 3	SOIL	Soil composition and properties.	1	(i) Using written documents to assign students in groups to search for information on soil composition. (ii) To guide individual students to draw diagrams showing soil composition. (iii) To assign students to collect soil samples for identification of soil properties (physical and chemical). (iv) Using soil samples to guide students in groups to test soil texture and observe its colour, properties and make summary	i) students in groups to search for information on soil composition. ii) students to draw diagrams showing soil composition iii) students to collect soil samples for identification of soil properties (physical and chemical).	Written documents Soil samples	Are students able to illustrate soil: composition properties?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: illustrate soil profile	The student should be able to: 1. Define soil profile 2. Illustrate soil profile and its characteristics.	May	Week 4	SOIL	Soil profile and characteristics	3	(i) Using written documents to guide students to define soil profile. (ii) To guide students to clarify on the definition of soil profile. (iii) To organize a field study to a site for the students to observe soil profile. (iv) To guide students in groups to discuss the characteristics of soil profile.(v)Using diagrams and photos showing soil profile the teacher to guide students to draw and label the diagram of soil profile.	i) students to define soil profile. ii) students to clarify on the definition of soil profile. iii) students in groups to discuss the characteristics of soil profile	Written documents Field site Diagrams and photographs showing soil profile.	Are students able to define soil profile? Are students able to: 1. illustrate soil profile? 2. illustrate soil profile characteristics?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: classify soil according to texture	The student should be able to classify soil according to textural groups.	June	Week 1	SOIL	Simple soil classification	3	Using samples of soil to guide students to classify soil according to their texture.	students to classify soil according to their texture.	soil samples	Are students able to classify soil according to textural groups?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: control soil erosion in their community	The student should be able to: 1. Define soil erosion	June	Week 2	SOIL	Soil erosion	3	i) Using photographs and posters showing areas where soil erosion has taken place to guide the students in groups to explain soil erosion. ii) To guide students clarify the meaning of soil erosion. iii) Using written documents to guide the students to discuss and examine different agents of soil erosion. iv) Using written documents the teacher to guide students in groups, to discuss, present and make summary on how agents of soil erosion work.	i) students to discuss and examine different agents of soil erosion	Photographs and posters showing eroded areas Written documents Site area Pictures of eroded sites. Different texts on soil erosion. Pictures and photographs on various methods of soil conservation.	Are students able to define soil erosion? Are students able to examine how agents of soil erosion work? Are students able to describe: 1. types of soil erosion? 2. effects of soil erosion to human life? Are students able to relate population growth and rate of soil	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.

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										erosion on the quality of life? Are students able to demonstrate: 1. ways of controlling soil erosion? 2. techniques for soil conservation?		
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The student should have ability to: control soil erosion in their community	2. Examine how agents of soil erosion work. 3. Describe the types and effects of soil erosion to social and economic activities. 4. Relate population growth and rate of soil erosion on the quality of life. 5. Demonstrate ways of controlling soil erosion through the application of various conservation techniques,	July	Week 4	SOIL	Soil erosion	3	(v) To organize a visit to an eroded area use pictures or photographs of eroded sites for the students to observe types and effects of soil erosion to human. life. (v) To guide students in groups to discuss on what was observed in the field.	ii) students in groups, to discuss, present and make summary on how agents of soil erosion work. iii) students to observe types and effects of soil erosion to human. life.	Photographs and posters showing eroded areas Written documents Site area Pictures of eroded sites. Different texts on soil erosion. Pictures and photographs on various methods of soil conservation.	Are students able to define soil erosion? Are students able to examine how agents of soil erosion work? Are students able to describe: 1. types of soil erosion? 2. effects of soil erosion to human life? Are students able to relate population growth and rate of soil erosion on the quality of life? Are students able to demonstrate: 1. ways of controlling soil erosion? 2. techniques for soil conservation?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.
The student should have ability to: carry out land surveying	The student should be able to: 1. explain the meaning of simple land surveys. 2. Explain the types of simple and survey	August	Week 1	ELEMENTARY SURVEY AND MAP	Meaning and types of survey.	3	i) Using written documents to guide students in groups to read and explain the meaning of land surveys ii) To guide students in groups to discuss and explain the types of simple land survey.	i) students in groups to read and explain the meaning of land surveys	Written documents Guiding questions	Are students able to explain the meaning of simple land survey? Are the students able to explain types of land surveying?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: give the importance of surveying	The student should be able to: 1. Describe chain'tape survey. 2. Explain different types of equipment used in chain/tape surveying. 3. Practise chain/tape surveying	August	Week 2	ELEMENTARY SURVEY AND MAP	chain survey	3	(i) Using guiding questions to guide the students in groups to discuss and describe chain/tape survey.	i) students in groups to discuss and describe chain/tape survey. ii) students in groups to discuss and explain different types of equipment used in chain surveying.	Tape measure Chain Arrows Ranging poles Pegs Compass	Are students able to describe chain/tape survey? Are students able to explain different types of equipment used in chain tape surveying? Are students able to: Use chain/tape surveying equipment? Practice chain/tape	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.

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	activities at school level. 4. Explain the importance of survey.									surveying activities? Are students able to explain the importance of survey?		
The student should have ability to: give the importance of surveying	3. Practise chain/tape surveying activities at school level. 4. Explain the importance of survey.	August	Week 3-4	ELEMENTARY SURVEY AND MAP	chain survey	6	(ii) To guide each group to discuss, present and make summary. (iii) Using surveying equipment to guide the students in groups to discuss and explain different types of equipment used in chain surveying. (iii) To guide each group to demonstrate how chain survey equipment is used. (iv) Using surveying equipment to guide the students in groups to practice chain/tape surveying activities. (v) Using written documents to guide students in groups to search for information on the importance of survey in social and economic activities. (vi) The teacher to guide each group to discuss and explain the importance of survey	--i) students in groups to discuss and describe chain/tape survey. ii) students in groups to discuss and explain different types of equipment used in chain surveying.	Tape measure Chain Arrows Ranging poles Pegs Compass	--Are students able to describe chain/tape survey? Are students able to explain different types of equipment used in chain tape surveying? Are students able to: Use chain/tape surveying equipment? Practice chain/tape surveying activities? Are students able to explain the importance of survey?	School Certificate Geography Form Three By Aikande Urasa, Geography In Focus Form Three By Shomary Mzezele	.
The student should have ability to: Student to demonstrate concept of map reading.	The student should be able to: 1. Explain the concept of map reading and its importance to social economic activities. 2. Identify essentials of a map.	September	Week 1	MAP READING AND MAP INTERPRETATION	Concept of map reading.	3	i) Using questions and answers to guide students in groups to brainstorm on the meaning of map reading and its importance. ii) By using guiding questions, to guide students in groups to identify essentials of a map.	Students in groups to discuss to discuss importance of map reading and identify essentials of map	Guiding questions	Are students able to explain: 1. The concept of map reading? 2. the importance of map reading? Are students able to identify essentials of a map?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
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The student should have ability to: Student to demonstrate reading and interpreting topographical maps	The student should be able to: 1. Recognize features on a map 2. Generate information from maps. 3. Interpret information in relation to daily activities.	September	Week 4	MAP READING AND MAP INTERPRETATION	Reading and interpreting topographical maps	3	i) Using maps and guiding questions to guide students in groups to recognize features on a map. ii) To demonstrate how to interpret information from maps. (ii) Using guiding questions to assign students in groups to discuss and interpret information from maps in relation to daily activities.	i) Using topographical maps and guiding questions students in groups to discuss and generate information from maps. ii) students in groups to discuss and interpret information from maps in relation to daily activities.	Topographical maps (map extracts). Guiding questions	Are students able to recognize features on a map? Are students able to generate information from maps? Are students able to interpret information from maps?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: Student to demonstrate types of photographs	The student should be able to: 1. identify types of photographs. 2. Differentiate between ground, vertical and oblique photographs.	October	Week 1-3	PHOTOGRAPH READING AND INTERPRETATION	Types of photographs	9	i) Using written documents to guide students in groups to identify types of photographs. ii) Using texts and photographs to guide students in groups to differentiate between ground, oblique and vertical photographs.	i) Students in groups to discuss, present and summarize the types of photographs ii) Students in groups to discuss differentiate between ground, oblique and vertical photographs, present and make a summary.	Written documents Ground, vertical and oblique photographs. Texts on photographs.	Are students able to identify types of photographs? Are students able to differentiate ground, vertical and oblique photographs?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.

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The student should have ability to: Student to demonstrate in reading and interpreting photographs	The student should be able to: 1. Read features presented on photographs. 2. Identify in natural and man made features in the fore, middle and background of the photograph. 3. Interpret features presented on the photograph.	October	Week 4	PROTOGRAPH READING AND INTERPRETATION	Reading and interpreting photographs	4	i) To demonstrate how to read features on photographs. ii) Using guiding questions and photographs to guide students in groups to read features on photographs. iii) Using written documents, guiding questions and different types of photographs the teacher to guide students in groups to sort out images as regards to fore, middle and background of the photographs.	a) students in groups to read features on photographs. b) Students in groups to interpret features presented on the given photographs.	Photographs showing variety of features . Guiding questions. e Different types of photographs. Guiding questions.	Are students able to read features presented on photographs? Are students able to: Identify natural and man make features in the fore, middle and background of the photograph? Are students able to interpret features presented on the photograph?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: Student to demonstrate concept of statistics	The student should be able to: 1. Explain the concept of statistics. 2. Differentiate types of statistical data. 3. Present data graphically	November	Week 1-2	APPLICATION OF STATISTICS	Concept of statistics	6	i) Using written documents to guide students in groups to discuss and explain the concept of statistics. ii) To assign each group to collect different types of statistical data. iii) Using tables showing different statistics, to guide students to summarize different types of statistical data. iv) To demonstrate how to present data graphically.	i) Using texts on statistics students in groups to discuss and differentiate types of statistical data. ii) Using different statistical data, students in groups to discuss and draw line and bar graphs on presenting data.	Written documents Tables showing different statistics Texts on statistics Different statistical data	Are students able to explain the concept of statistics? Are students able to differentiate types of statistical data? Are students able to present data graphically?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: Demonstrate the concept of statistics	4. Explain the importance of statistics to the user. 5. Describe how massive data can be summarized	November	Week 3-4	APPLICATION OF STATISTICS	Concept of statistics (cont..)	6	i) Using guiding questions to assign students in groups to discuss the importance of statistics to the user. ii) To assign the students in groups to read texts on how to summarize massive data. iii) Using different statistical data and diagrams to guide students to summarize massive data.	a) Students in groups to present the importance of statistics to the user and make summary. b) Students in groups to discuss, present the findings and make a summary.	Texts on statistics. Guiding questions Statistical data Diagrams.	Are students able to explain the importance of statistics to the user? Are students able to describe how massive data can be summarized?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
The student should have ability to: Student to demonstrate simple statistical measures and interpretation	The student should be able to:- 1. Describe methods of presenting simple and mixed data. 2. Calculate the mean, mode and median. 3. Explain the significance of mean, mode and median.	December	Week 1	APPLICATION OF STATISTICS	Simple statistical measures and interpretation	3	i) Using written documents to guide the students in groups to discuss methods of presenting mixed data. ii) Using statistical data to guide students present simple and mixed data. iii) Using texts on statistics to guide students in groups to explain the meaning of mean, mode and median. iv) Using questions and answers to guide students in groups to discuss on the significance of the mean, mode and median in daily life. v) To provide different data (population data, traffic data, agricultural data, etc) and assign students in groups to discuss how to interpret data using simple statistical measures.	a) Students in groups to present and summarize methods of presenting mixed data. b) Using guiding questions students in each group to calculate the mean, mode and median. c) students in groups to discuss on the significance of the mean, mode and median in daily life. d) Students in group to interpret data using simple statistical measures.	Statistical data. Tables and data for calculation. Texts on statistics. Table of data for interpretation.	Are students able to describe methods of presenting simple and mixed data? Are students able to calculate the: Mean, Mode and Median? Are the students able to explain the significance of mean, mode and median? Are students able to interpret data using simple statistical measures?	Geography For Secondary Schools, Students Book Form Three. By T.I.E	.
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