MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

SCHEME OF WORK

Name of teacher: JACOB SIMON

Name of School: **ANWARITE GIRLS' SEC. SCHOOL**

Year: **2019**

TERM: **1 & 2**

Class/Stream: **FORM ONE**

Subject: **GEOGRAPHY**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
Understand the concept of Geography and its area of study.	To interpret the concept of Geography in the context of its major components.	JANUARY	2&3&4	1. CONCEPT OF GEOGRAPHY	(a) Meaning of Geography phenomena (b) Importance of Geography	4 4	To guide students to define and explain the Interrelation between Geographical phenomena.	Students in groups to define and explain the interrelationship between different geographical phenomena.	Prepared questions on the meaning and interrelationship between Geographical phenomena.	*Book One Geography. * Bunnet	Questioning students on the understanding of the meaning of geography.	

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							Lead to students in explaining the importance of studying geography and observe and record geographical phenomena.	Students to brainstorm on the importance of studying geography and record all geographical phenomena seen.	Use natural phenomena from the environment	‘’	Every student to mention and explain the importance of studying geography.	
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An understanding of the aspects related to solar system and the ability to plan day to day life activities.	Explain the concept of the solar system and its related aspects.	FEBRUARY & JANUARY	4 & 5 1 & 2	2. THE SOLAR SYSTEM	(a) The concept of solar system (b) The sun	6	Guide students to define the components and describe the importance of the components of the solar system.	Students to brainstorms on the meaning. Naming the components and the importance of the components of solar system.	Charts of the solar system.	‘’	Students to the present the meaning, name the components and describe the importance of the components of the solar system.	
						4	To assist students to state the dimension of the sun in relation to others spaces bodies and to describe the characteristics of the sun.	Students in groups to state the dimension of the sun and describe the sun and describe the characteristics of the sun.		‘’	Every students to state specific dimension of the sun to test the understanding of the students.	
					MONTHLY TEST							

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			3 & 4		(C) Solar Energy	8	Guide students to brainstorms on the different uses of solar energy and explain how the use of the solar energy promotes environmental conservation. To assist students in explaining how solar energy may contribute to emancipation of women.	Students to brain on the uses of solar energy and explain how the uses promotes environmental conservation. To explain how solar energy may contribute to the emancipation of women.	"	"		
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		MARCH-APR	1 2 3		(d) Planets	8	Guide students to locate the planets in the solar system and show relative distances of the plates from the Earth.	In groups students to list names of the planets and show relative distance of planet from the Earth.	*Charts *Models *Photograph of planets.	"	Every students to answer prepared questions to test the understanding of planets.	

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		IL										
				MID TERM EXAMINATIONS MID TERM TEST AND MID TERM BREAK								
			4 & 5		(e) Other bodies in the solar system.	6	To assist students to describe the characteristics of Comets, Asteroids, Meteors and Satellites.	Students in group to describe characteristics of comets, asteroids, meteors and satellites.	*Photographs *Diagram	‘’	Questions and answers to describe characteristics of comets, asteroids and satellites.	
		APRIL	2 3		(f) The Earth	6	To guide students discuss the shape of the Earth and its evidence.	Students in pairs to discuss the shape of the Earth and its evidence.	*Globe *Physical map	‘’	Questioning students on the evidence of the shape of the earth.	
					(g) Earths movements.	8	To lead students to describe the type of Earths movements.	*Students in pairs to describe the types of the Earths movements.	‘’	‘’	Question and answer on the type of Earths movement.	
			4	MONTHLY TEST AND EASTER BREAK								
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Knowledge on parts and physical components of the earth.	Illustrate and differentiate parts and physical components of the earth.	M A Y	1 2		(h)Importance of the parallel and meridians.	10	To assign students to define parallels and meridians and how latitudes and longitudes are determined and explain the importance of a great circle using texts. Calculated local time and define time and time zone, essence of time and time zone.	*Using text on latitudes and longitudes. Students in groups to define parallels and meridians and explain importance of great circle. *To calculate local time and define time zone.	*Globe *World Map	''	Students to present the importance of parallels and meridians.	
			3	3. MAJOR FEATURES OF THE EARTH'S SURFACE	(a) Continents	12	To guide students to explain the meaning, distribution, size and the major features of the continents.	Students in groups to discuss the meaning distribution, size and major features of the continents.	*Word Map *Globe *Relief maps of the world.	''	Test students on the understanding of the distribution size and features of the continent through presentation.	
		TERMINAL EXAMINATION										
		J U N E	1 4		(b) Water bodies	20	To assist students to define and explain features of oceans floor and draw map to show distribution of continent and water bodies.	Students in pairs to draw map to show distribution of continents and water bodies and describe features of the ocean floor.	World relief map.	''	Students to present distribution of water bodies and ocean floor.	
LONG VACATION - HOLIDAY												

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		JULY	1 2	4. WEATHER	(a) Concept of weather	7	To lead students to define, describe the importance of weather and show the relationship between weather and human occupations.	Students to observe and present definition description of weather and show relationship between human occupation and weather.	Weather station and its components.	''	Questions on the importance of weather to test students understanding.	
			2 3		(b) Element of weather.	6	Guide students to name elements of weather and explain the importance of each weather element.	Students in groups to name and explain importance of weather element.		''	Presentation by students on the importance of weather.	
					MONTHLY TEST							
			4 1		(c) Weather station	7	To guide student to define weather station. Explain how to establish weather station, how to measure and record element of weather, describe the meaning of weather. Fore casting and how it is done and describe characteristics of Stevenson Screen	Students in group discuss definitions how to establish weather station, weather fore casting and characteristics of weather fore casting.	*Stevenson Screen *Instrument for measuring weather.	''	Ask student to present their discussion from each groups.	
					LONG VACATION							
The ability to relate climate to the environment and daily	Understand the relationship between the climate and the environment.	SEPTEM	2 & 3	5. CLIMATE	(a) Concept of climate	4	To lead students to identify main variable of climate and give definition of climate.	Students in pairs to identify main variables that form climate and define it.	*Climate map	''	Question on what is climate.	

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social and economic activities.		BER			(b) Weather and Climate	5	To guide students to differentiate between weather and climate.	Students to discuss the differences between weather and climate.	*Weather charts and maps. *Climate charts and map.	"	Ask students to present the difference between weather and climate.	
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MID TERM BREAK												
		SEPTEMBER	4		(c) Impact of climate	5	Guide students discuss how human activities are related to climate and explain how each type of climate determining human activities and effects of climate change.	Students in groups to discuss the relationship between human activities and climate and the effect of climate change.	Economic map.	"	Use questions and answers to assess students understanding.	
The ability to read measure and Interpret the information on	Demonstrates basic skills of map work together with usefully information.	NOVEMBER	1 - 4	6. MAP WORK	(a) The concept of a map	2	To guide students to give the meaning of the map.	Students to brainstorm on the meaning and essentials of a map.	*Map sheet	"	Questions and answers of meaning and essentials of a map.	

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simple maps.		OCTOBER	1		(b) Components of map.	4	To lead students to list all the components of the map distinguishing signs from symbols.	Students in groups to discuss and list all components and distinguish signs from symbols.	Topographical map.	''	Question and answers on how to measure distance area and locations caring using provided sheet to test students understanding.	
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		NOVEMBER	2 3		(c) Quantitative	8	To guide students to measure the distance on map and current to the actual ground by using scale. Calculate areas of regular and irregular figures, identifying location of position and find direction and bearing of objects on maps.	Students in group to measure distance calculate areas location, find bearing and direction.				

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					(d) Uses of map	2	Assist students to describe different uses of map.	Students to describe different uses of maps.				
ANNUAL EXAMINATIONS AND ANNUAL BREAK												