

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
SCHOOL: BUKUMBI GIRLS' SECONDARY SCHOOL
SCHEMES OF WORK

SUBJECT: GEOGRAPHY

CLASS/Form III

TERM: 1st & 2nd

YEAR: 2017

TEACHER'S NAME: MADATA FMD

COMPETENCE	OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB TOPIC	NO. PRD S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L RESOURCES	T/L MATERIALS	PROJECT WORKS	ASSESSMENT	REMARKS
		J A N U A R Y	3 rd	Structure of the Earth	• Crust, Mantle, Core and their Characteristics	02	Guide students to identify the concentric zones of the earth, their variation in density and thickness.	Discussion and Presentation on concentric zones of the earth's surface.	- Geography for Sec. School (Msabila) pg.	Photographs showing the structure of the earth.	Arrange a visit to nearby school areas with different types of rocks where learners may easily note theoretical differences practically.	Observe students ability in making identification of concentric zones of the earth's surface.	
			4 th		• Types of Rocks	04	Organize students to identify the rocks of the earth, their mode of formation and their impotence.	Observation, discussion, and Presentation	- Geography in Focus Form Three (Oxford) pg. - Geography for Sec. School (Msabila) Pg. - TIE Pg	Samples of rocks - igneous - sedimentary, - metamorphic)		Observe learners ability in describing characteristics and mode of formation of the three types of rocks.	
					• Simplified Geological Time Scale	02	Organize students in groups to describe the geological time scale	Observation, Discussion, and description of the geological time scale.					
		F E B R U A R Y	1 st	Forces that Affect the Earth	• Forces Causing the Earth's Movements	04	Guide students identify forces that cause the earth's movements	Discussion, identification and description of the forces causing earth's movements.	Gold Medal Geography (by Obara Dustan) Pg.	- Pictures - Atlas maps - Photographs		Observe students ability in identifying forces causing the earth's movements.	
					• Radial or Vertical movements	04	Familiarize students on Vertical/Radial movements and their resultant features		-Geography in Focus Form Three (by Oxford) Pg.	- World map - Atlas - Photographs - diagrams			
					• Lateral or horizontal Movements	04	Guide students explain how horizontal movements takes place and the features produced	Pair work or Group Discussion and Presentation on horizontal movements, vulcanicity, earthquakes, mass wasting, weathering erosion and deposition by water, wind and wave action .	- Thl notes - Encarta encyclopedia, 2009			Are students able to identify and explain the radial and lateral movements?	
					• Vulcanicity	02							
					• Earth Quakes	08							
					• Mass wasting	04							
					• Weathering	08	Make a guide for students to identify the produced features by erosion and deposition by running water, wind, ice and wave.						
		M A R C H	4 th		• Erosion and Deposition by Running water, Ice, Wind and Wave Action	04	Guide students describe artificial forces.		Geography in Focus Form Three (by Oxford) Pg.	Photographs showing mass wasting effects, erosive and depositional features by wind, ice, water and wave action. Atlas World maps.		Observe learners ability in describing erosional and depositional features by running water, ice, wind and wave action.	

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DATE:

FMD

COMPETENCE	OBJECTIVES	MONTH	WEEK	SCHOOL MONTHLY - TESTS															
				MAIN TOPIC		NO. PRD	TEACHING ACTIVITIES	LEARNING	TEACHING RESOURCES	LEARNING	PROJECT WORKS	ASSESSMENT	REMARKS						
		A P R I L	1 st	SOIL	SUB - TOPIC	S 02	Guide students define soil and describe factors for its formation	ACTIVITIES Group Discussion and presentation on the meaning of terms like soil, soil profile, soil erosion.	Geography for Secondary School (Msabila pg) TIE pg	MATERIAL Charts Pictures School environment and different locations around.		Observe learners ability in identifying factors for soil formation.							
			• Soil Formation		04	Guide students make discussion on illustrating soil composition and properties.	Geography in Focus Form Three by Oxford pg							Photographs and pictures of soil profile	Observe students ability in identifying and explaining composition of soil and properties.				
			• Soil Composition and Properties		04	Lead students define soil profile, illustrate and describe its characteristics													
			• Soil Profile		04	Lead students classify the soil basing on textural groups.													
		M A Y	4 th		• Simple Soil Classification	04		Lead students define soil erosion and examine how their agents works.	Make response to guiding or learning activity	Encarta encyclopedia 2009	Maps(atlas or wall) locating different types (classes) of soil	Outside classroom short trips to areas affected by soil erosion				Observe learners ability in giving the simple classification of soil.			
			1 st to 2 nd		• Soil Erosion	02	Lead students define soil erosion and examine how their agents works.	Make discussion in Group						Dictionary of earth science.	Photographs and pictures of affected areas/land by soil erosion.		Check students ability in giving concept of soil erosion, its effects and the measures for controlling soil erosion or making soil conservation.		
					• Soil Erosion	02	Guide students describe types and effects of soil erosion to social and economic activities.											Presentation	Map of Tanzania showing potential areas for land reclamation eg. Dodoma, Shinyanga
					• Soil Erosion	02	Guide students relate population growth and rate of soil erosion on the quality of life												
		3 rd and 4 th	SCHOOL TERMINAL EXAMINATIONS, MARKING, RESULTS COMPELATION AND CLOSING FOR JUNE HOLIDAYS up to 14 th July(second term) when school academic sessions start again.																
		1 st																	

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COMPETENCE	OBJECTIVES												
		SCHOOL MID - TERM BREAK											
						NO.	ACTIVITIES		RESOURCES	MATERIAL		ASSESSMENT	
		J U L Y	1 st	Elementary Survey and Map Making		PRD S 04	Lead students define the meaning and types of land survey	LEARNING ACTIVITIES Discussion in groups on the definition and types of land survey.	Geography for Sec. Schools by Msabila pg	Ranging poles, pegs, tape measure, surveyors band etc.		Are students able to identify different types of survey, describing and explaining the instruments of survey. (tape and chain)?	
			4 th			12	Guide students in groups to describe the chain/tape survey and their instruments		THL notes.	School areas like football grounds, school farms			
							Chain/Tape survey	Discuss and describe in pairs/ groups on chain/tape survey and their instruments.	Practical Geography for Africa by Pritchard Pg.....	Photographs and Pictures showing instruments of survey.		Observe students ability in making application of different methods used in chain/tape survey.	
									Geography in Focus Form Three by Oxford pg				
		A U G U S T	1 st	Map Reading and Interpretation		08	Lead students discuss the concept of map reading and its importance to socio economic activities	Discussion, Question and answers	Practical Geography for Africa by Pritchard Pg.....	Topographical maps.		Observe learners ability in identifying types of photographs, recognizing features and generating information from a map.	
						02	Lead students recognize features and generate information from a map			Thread, ruler Pieces of paper			
							Reading and Interpreting Topographical Maps			Geometrical instruments.			
							Concepts of Map Reading	Observation from topographical maps.		Diagrams			
		S E P T E M B E R				02	Guide students identify types of photographs and differentiate them						
							Types of photographs						
						16	Lead and organize students to identify features on the fore, middle and back ground of photos			Form Four National examinations past papers (20052014) any within suggested years.			
			3 rd										
			4 th										
				SCHOOL MONTHLY TESTS									
				SCHOOL MID - TERM BREAK									

COMPETENCE	OBJECTIVES	MONTH	WEEK	SCHOOL MID - TERM TESTS									
				MAIN TOPIC		NO. PRD S	TEACHING ACTIVITIES		LEARNING RESOURCES	LEARNING MATERIAL	PROJECT WORKS		REMARKS
		O C T O B E R	1 st	Application of Statistics	SUB-TOPIC	04	Guide students discuss the concepts and types of statistical data	LEARNING ACTIVITIES -Discussion in groups.	-Geography for Sec. School by Msabila pg	-Statistical tables		ASSESSMENT	
					Concepts of Statistics		Organize students to present data graphically	-Presentation.				Are students able to define the target term?	
					Simple Statistical Measures and Interpretation	16	Lead students to describe the importance of statistics and how it can be used to summarize massive data	-do-	-Geography Form Three by TIE pg	Form Four National Examination past papers (2015 on wards)		Observe learners ability in presenting data graphically.	
							Lead students describe the methods of presenting simple and mixed data	Group discussion and Presentation.				Observe students ability in identifying and describing importance of statistics and how massive data can be summarized using statistics.	
							Guide students solve for mean, mode and median and their importance					Are students able to describe the methods of presenting simple and mixed data?	
		N O V E M B E R	3 rd				Guide students to interpret data using statistical measures	Make response to guiding questions.		-Sisal production statistics in Tanga (2006)		Observe students ability in solving mean, mode, median and expression of their importance.	
								Discussion and Presentation.					
								Discussion and Presentation.					

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SCHOOL ANNUAL EXAMINATIONS AND PROBABLE START OF ANNUAL HOLIDAYS 2017													

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