**GASABO DISTRICT SCHEME OF WORK OF GEOGRAPHY FOR SENIOR FOUR**

ACADEMIC YEAR:**2022-2023**

**SCHOOL NAME**: …………………

SUBJECT: **GEOGRAPHY**

**TEACHER’S NAME**: ………………………………………

CLASS: **SENIOR 4**

**NUMBER OF PERIOD PER WEEK:**7

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|  | **TERM I ACADEMIC YEAR 2023** | | | | | |
| **Dates** | **Unit title** | **Lesson title**  **+**  **Evaluation** | **Learning objectives** | **Teaching methods & techniques** | **Resources & References** | **Observations** |
| **26-30/09/2022** | **Unit 1**  **Fieldwork Technics** | **Lesson title 1**: Definition of Fieldwork + Types of Fieldwork | **Knowledge and Understanding**: Define the concept of fieldwork  **Skills**: Explain the concept of fieldwork  **Attitudes and Values**: Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **Lesson title 2**: Advantages of Fieldwork | **Knowledge and Understanding:** State advantages of fieldwork  **Skills:** Evaluate the advantages of fieldwork  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **Lesson title 3**: Disadvantages of Fieldwork | **Knowledge and Understanding:** State disadvantages of fieldwork  **Skills:** Evaluate the disadvantages of fieldwork  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **Lesson title 4**:  Fieldwork methods( **2periods**) | **Knowledge and Understanding:** Identify the various methods used in data collection during fieldwork  **Skills:** Describe the various methods used in collection the data during fieldwork  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **Lesson title 5**: Advantages of each method( **2periods**) | **Knowledge and Understanding:** State the advantages of each method of fieldwork  **Skills:** Evaluate the advantages of each method of fieldwork  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **03-07/10/2022** |  | **Lesson title 6:** Advantages of each method( **2periods)** | **Knowledge and Understanding:** State the advantages of each method of fieldwork  **Skills:** Evaluate the advantages of each method of fieldwork  **Attitudes and Values:**  Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 7**: Disadvantages of each methods( **4periods)** | **Knowledge and Understanding:** State the disadvantages of each method of fieldwork  **Skills:** Evaluate the disadvantages of each method of fieldwork  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 8:**  Fieldwork procedure | **Knowledge and Understanding:** State the fieldwork procedures from the first day to the last day  **Skills:** Analyze the fieldwork procedures from the first day to the last day  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **10-14/10/2022** |  | **Lesson title 9:** Fieldwork procedure | **Knowledge and Understanding:** State the fieldwork procedures from the first day to the last day  **Skills:** Analyze the fieldwork procedures from the first day to the last day  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 10:** Fieldwork findings | **Knowledge and Understanding:** State the fieldwork findings  **Skills:** Analyze the fieldwork findings  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 11:** Fieldwork case studies**(2 periods)** | **Knowledge and Understanding:** State the fieldwork case studies  **Skills:** Analyze the fieldwork case studies  **Attitudes and Values:** Desire to carry out the fieldwork in order to learn more about the environment | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 12:** Problems affecting fieldwork**( 2periods)** | **Knowledge and Understanding:** State the problems affecting fieldwork  **Skills:** Analyze the problems affecting fieldwork  **Attitudes and Values:** Show concern for the problems affecting our society and carry out a study to find the causes and the solutions | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
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| **17-21/10/2022** | **Unit 2: Maps and Cartographic Projections** | **Lesson title 1:**  Definition of the maps | **Knowledge and Understanding:** Recall the definition of the maps  **Skills:** Apply the acquired knowledge to  recognize the definition of map  **Attitudes and Values:** Appreciate the importance of knowing the definition the maps | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE. |  |
|  |  | **Lesson title 2:**  Elements of a good map**( 2periods)** | **Knowledge and Understanding:** Recall the elements of a good map  **Skills:** Apply the acquired knowledge to  recognize the elements of a good map  **Attitudes and Values:** Appreciate the importance of the use of topographic maps | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE. |  |
|  |  | **Lesson title 3:**  Types of maps  **( 2periods)** | **Knowledge and Understanding**: Identify different types of maps  **Skills:** Classify different maps according to the scales  **Attitudes and Values:** Develop attitude of Using different types of maps | Group work  Brainstorming  Reflection  Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE Achievers, |  |
|  |  | **Lesson title 4:**  Categories of maps**( 2periods)** | **Knowledge and Understanding**: Outline the categories of the maps  **Skills:** describe the categories of maps  **Attitudes and Values:** Develop attitude of using the topographic maps and cross sections | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 5:**  Cartographic projection  **( 3periods)** | **Knowledge and Understanding**: State different cartographic projections  **Skills:** Describe the types of cartographic  Projections  **Attitudes and Values:** Develop attitude of using the topographic maps and cross sections | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 6:**  Location of phenomena on the map **( 3periods)** | **Knowledge and Understanding**: Recall the grid reference systems (coordinates) on a map  **Skills:** Locate the phenomena on the  topographic maps using grid reference  systems  **Attitudes and Values:** Appreciate the  importance of grid  references for the  location of the  phenomena or places  on the maps | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **24-28/10/2022** | **Unit 3:**  **Formation of relief features in Rwanda** | **Lesson title 1:**  General presentation of  Rwanda | **Knowledge and Understanding**: Locate Rwanda in Africa  **Skills:** observe the map of Africa and locate Rwanda  **Attitudes and Values:** Appreciate the  natural beauty and the location of Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 2:**  Location( geographical coordinates and neighboring countries) | **Knowledge and Understanding**: Locate Rwanda using geographical coordinates  **Skills:** Observe the map of Rwanda and write down the geographical coordinates and the neighboring countries  **Attitudes and Values:** Appreciate the  natural beauty and the location of Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 3:**  Size of Rwanda | **Knowledge and Understanding**: State the area of Rwanda in terms of land and water  surface area  **Skills:** Draw a sketch map of Rwanda and  locate the political divisions  **Attitudes and Values:** Appreciate the natural beauty and the size of Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 4:**  Administration | **Knowledge and Understanding**: Describe the administrative divisions of Rwanda  **Skills:** Draw a sketch map of Rwanda showing administrative division of Rwanda  **Attitudes and Values:** Appreciate the natural beauty and administrative division of Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 5:**  Population | **Knowledge and Understanding**: Describe the Population of Rwanda  **Skills:** Apply the knowledge ofgeography to make a comparison of the population in the different provinces of Rwanda  **Attitudes and Values:** Show respect for the population composition and the diversity in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  |  | **Lesson title 6:**  Relief region of Rwanda  **( 2periods)** | **Knowledge and Understanding**: Locate the major relief regions of Rwanda and identify the major relief features of Rwanda using a map  **Skills:** Differentiate among the major  relief regions of Rwanda on the  Map  **Attitudes and Values:** Appreciate the  different relief features of Rwanda |  |  |  |
| **31/10-04/11/2022** |  | **Lesson title 7:**  Endogenic processes  **(7 periods)** | **Knowledge and Understanding**: Outline the endogenic processes leading to the formation of different relief features of Rwanda using a map  **Skills:** Describe the formation of different relief features of Rwanda.  - Investigate the importance of  different relief features of Rwanda  **Attitudes and Values:** Show respect for the Processes responsible for the formation of different landforms |  |  |  |
| **07-11/11/2022** |  | **Lesson title 8:**  Endogenic processes  **(4 periods)** | **Knowledge and Understanding**: Outline the endogenic processes leading to the formation of different relief features of Rwanda using a map  **Skills:** Describe the formation of  different relief features of Rwanda.  - Investigate the importance of different relief features of Rwanda  **Attitudes and Values:** Show respect for the  Processes responsible for the formation of different landforms |  |  |  |
|  |  | **Lesson title 9:**  Exogenic processes  **(3 periods)** | **Knowledge and Understanding**: Outline the exogenic processes leading to the formation of different relief features of Rwanda  **Skills:**Evaluate the causes and the effects of  weathering in Rwanda  -Carry out a research project on the effects of the running water, river erosion and deposition, wave erosion and deposition, mines and quarries on the relief features of  Rwanda  **Attitudes and Values:**  -Show concern for the causes and the effects  of soil erosion, and show continual  desire to minimize the dangers of soil  erosion |  |  |  |
| **14-18/11/2022** | **Unit 3: Formation of relief features in Rwanda** | **Lesson title 10:**  Exogenic processes  **(6 periods)** | **Knowledge and Understanding**: Outline the exogenic processes leading to the formation of different relief features of Rwanda  **Skills:** Evaluate the causes and the effects of  weathering in Rwanda  -Carry out a research project on the effects of the running water, river erosion and deposition, wave erosion and deposition, mines and quarries on the relief features of  Rwanda  **Attitudes and Values:**  -Show concern for the causes and the effects  of soil erosion, and show continual  desire to minimize the dangers of soil  erosion | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |

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| **21-25/10/2022** | **Unit 4:**  **Rocks and mineral** | **Lesson title 1 :**  Classification of minerals and rocks in Rwanda | **Knowledge and Understanding:** Identify the different types of minerals and rocks in Rwanda  **Skills:** Explain the physical  properties of the rocks and minerals  **Attitudes and Values:**  Appreciate different  types of rocks and minerals found in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 2**:  Characteristics of rocks and minerals | **Knowledge and Understanding:** State the characteristics of rocks and minerals  **Skills:** apply the knowledge of the characteristics of rocks and minerals  **Attitudes and Values:** appreciate the characteristics of rocks and minerals found in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 3:**  Distribution of the major minerals and rocks in Rwanda | **Knowledge and Understanding:** locate the major minerals and rocks in Rwanda  **Skills:** apply the knowledge of location of minerals  **Attitudes and Values:** appreciate the location of minerals and rocks in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **28/11-02/12/2022** |  | **Lesson title 4:**  Importance of rocks and minerals in Rwanda | **Knowledge and Understanding:** recall the importance of rocks and minerals  **Skills:** explain the importance of rocks and minerals  **Attitudes and Values:** appreciate the importance of rocks and minerals | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 5:**  Summative evaluation | **Key competences** | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  | **Unit 5:**  **Soils in Rwanda** | **Lesson title 1:**  Definition of soils+ types of soils and where they are found  **( 2periods)** | **Knowledge and Understanding:** state the different types of soils in Rwanda  **Skills:** Research on the different types of soils in Rwanda and where they are located  **Attitudes and Values:** Appreciate the value  of different types of  soils in Rwanda | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **05-09/12/2022** | **REVISION PERIOD** | | | | | |
| **12-16/12/2022** | **EXAMINATION PERIOD** | | | | | |
| **19-23/12/2022** | **MAEKING AND REPORT** | | | | | |
| **24/12/2022-07/01/2023** | **TERM I HOLIDAYS** | | | | | |
|  | **SECOND TERM ACANDEMIC YEAR 2022-2023** | | | | | |
| **09-13/01/2023** |  | **Lesson title 2 :**soil erosion in Rwanda, types, causes and the effects  **( 2periods)** | **Knowledge and Understanding:** Identify the causes and the effects of soil erosion in Rwanda  **Skills:** Explain the causes and the cause and effects of soil erosion in Rwanda  **Attitudes and Values:** Show concern for the  causes and the effects  of soil erosion in Rwanda | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 3:**soil conservation measures  **( 2periods)** | **Knowledge and Understanding:** Identify the soil conservation measures  **Skills:** explain the technics of conserving soil in Rwanda  **Attitudes and Values:** appreciate the soil conservation measures in Rwanda | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 4:**  Importance of soil in Rwanda(**2periods)** | **Knowledge and Understanding:** Identify the importance of soils in Rwanda.    **Skills:** Explain the importance of soils in  Rwanda  **Attitudes and Values:** Appreciate the importance of soil conservation in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE. |  | |
| **16-20/01/2023** | **Unit 6:**  **Climate in Rwanda** | **Lesson title 1:**  Climate of Rwanda( climatic zones in Rwanda )(**3periods)** | **Knowledge and Understanding**: Recall the definition of climate and Identify the various climatic zones and their characteristics in Rwanda  **Skills:** Apply the knowledge of climate to describe the different climatic zones of Rwanda  **Attitudes and Values:** Appreciate the importance of different climatic zones to Rwandan environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 2:**  Factors that influence the climate of Rwanda **( 4periods)** | **Knowledge and Understanding**: State the factors influencing the climate in Rwanda  **Skills:** Do research on the factors influencing the climate in Rwanda  **Attitudes and Values:** Show concern for the  protection and proper use of the environment | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **21/5-25/5** |  | **Lesson title 3:**  Relationship between climate and human activities  **( 2periods)** | **Knowledge and Understanding**: State the relationship between the climate and human activities in Rwanda  **Skills:** Investigate the relationship existing between the climate and human activities  **Attitudes and Values:** Appreciate the relationship between the climate and  human activities | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 4:**  Summative evaluation | Key competences :…………………………………………………………. | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  | **Unit 7: Vegetation in Rwanda** | **Lesson title 1:**  Definition of vegetation and types of vegetation in Rwanda (**3periods)** | **Knowledge and Understanding**: Give the meaning of vegetation and name the types of  Vegetation  **Skills:** Describe the various types of vegetation  **Attitudes and Values:** Appreciate the types of vegetation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 2:**  Importance of vegetation | **Knowledge and Understanding**: Give the importance of vegetation  **Skills:** Explain the importance of vegetation  **Attitudes and Values:** Appreciate the importance of vegetation to humankind | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **23-27/01/2023** |  | **Lesson title 3:**  Factors influencing the types of vegetation | **Knowledge and Understanding**: Identify the factors influencing vegetation  **Skills:** Explain the factors influencing the vegetation  **Attitudes and Values:** Appreciate the factors influencing vegetation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 4:**  Causes of the destruction of  vegetation | **Knowledge and Understanding**: Identify the causes of the destruction of vegetation  **Skills:** Explain the causes of the destruction of vegetation  **Attitudes and Values:** Show respect for the  continual desire to conserve vegetation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 5:**  The conservation measures  of vegetation | **Knowledge and Understanding**: Identify the measures of conserving  Vegetation  **Skills:** Describe the measures of conserving vegetation  **Attitudes and Values:** Show respect for the  continual desire to conserve vegetation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  | **Unit 8: Drainage system in Rwanda** | **Lesson title 1:**  Drainage system in Rwanda **(1periods)** | **Knowledge and Understanding**: Describe the drainage system of Rwanda  **Skills:** Distinguish among the different water bodies in Rwanda  **Attitudes and Values:** Appreciate the importance of water bodies in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, |  | |
|  |  | **Lesson title 2:**  Major rivers and drainage basins  **(1 periods)** | **Knowledge and Understanding**: List the major rivers, lakes and swamps in Rwanda  **Skills:** Use the acquired knowledge of the drainage system to explain the mode of formation of lakes in Rwanda.  **Attitudes and Values:** Advocate for the need to conserve the water bodies | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 3:**  Major lakes and their mode of formation  **(1 periods)** | **Knowledge and Understanding**: List the major lakes , in Rwanda  **Skills:** evaluate the formation of major lakes in Rwanda  **Attitudes and Values:** Advocate for the need to conserve the water bodies | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **30/01-03/02/2023** |  | **Lesson title 4:**  Major wetlands in Rwanda  (Kamiranzovu, Rugezi, along the rivers like Nyabarongo, Akanyaru, Akagera)(**1period)** | **Knowledge and Understanding:** list major wetlands in Rwanda  **Skills:** explain the importance of wetlands in Rwanda  **Attitudes and Values:**  Appreciate the importance of wetland in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 5:**  The importance of wetlands to the  development of Rwanda**( 1period)** | **Knowledge and Understanding:** list major wetlands in Rwanda  **Skills:** Evaluate the importance of water  bodies in the development of the human activities in Rwanda  **Attitudes and Values:**  Appreciate the importance of wetland in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 6:**  Wetland destruction: causes and the effects  **( 1period)** | **Knowledge and Understanding:** list major causes and effects of wetland destruction in Rwanda  **Skills:** explain the causes and effects of wetland destruction in Rwanda  **Attitudes and Values:** Appreciate the importance of water resource management and Conservation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 7:**  Measures to promote the sustainable use of wetlands  **( 1period)** | **Knowledge and Understanding:** list the measures to promote sustainable use of wetland  **Skills:** evaluate the measures to promote sustainable use of wetland  **Attitudes and Values:** Appreciate the importance of water resource management and conservation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 8:**  Relationships between the  drainage system and the human activities  **( 1period)** | **Knowledge and Understanding:** Describe the relationship between the drainage system  and the human activities in Rwanda  **Skills:** Explain the relationship between  the drainage system and the human  activities in Rwanda  **Attitudes and Values:** Appreciate the importance of water resource management and Conservation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 9:**  Summative evaluation  **( 1period)** | **Key competence** | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  | **Unit 9: Population in Rwanda** | **Lesson title1:**  Definition of population concepts | **Knowledge and Understanding:** Give the definitions of different concepts of population  **Skills:** Explain the different concepts of population in Rwanda  **Attitudes and Values:** Be aware of the current situation of the population  concepts in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **06-10/01/2023** |  | **Lesson title 2:**  Definition of population concepts | **Knowledge and Understanding:** Give the definitions of different concepts of population  **Skills:** Explain the different concepts of population in Rwanda  **Attitudes and Values:** Be aware of the current situation of the population concepts in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 3:**  Population of Rwanda +Population distribution and  the density in Rwanda | **Knowledge and Understanding:** State the areas of high and low population densities in Rwanda  **Skills:** analyze the population distribution and population density in Rwanda  **Attitudes and Values:** Be aware of the population explosion and its effects on  the economic development | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 4:**  Factors influencing  Population distribution in Rwanda**(2periods)** | **Knowledge and Understanding:** state the factors that influence population distribution in Rwanda  **Skills:** Analyze the factors for the population distribution and its impact on the resource  exploitation  **Attitudes and Values:**Be aware of the factors influencing population distribution | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 5:**  Population structure and population growth in Rwanda  **( 2periods)** | **Knowledge and Understanding:** Show the population structure and growth in Rwanda  **Skills:** Explain the population structure and population growth in Rwanda  **Attitudes and Values:** Be aware of the population structure and population growth in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 6:**  Factors influencing the population growth in Rwanda | **Knowledge and Understanding:** State the factors influencing population  **Skills:** Explain The factors influencing population growth in Rwanda  **Attitudes and Values:** Be aware of the factors influencing population growth in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **13-17/02/2023** |  | **Lesson title 7:**  Factors influencing the population growth in Rwanda | **Knowledge and Understanding:** State the factors influencing population  **Skills:** Explain The factors influencing population growth in Rwanda  **Attitudes and Values:** Be aware of the factors influencing population growth in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 8:**  Consequences of the population growth in  Rwanda | **Knowledge and Understanding:** State the consequence of population growth in Rwanda  **Skills:** Recognize the consequences of the rapid  population growth in Rwanda  **Attitudes and Values:** Be aware of the consequences of population growth in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 9:**  Solutions for the rapid population growth | **Knowledge and Understanding:** Identify the solutions of the rapid population  growth in Rwanda  **Skills:** Recognize the Solutions of the rapid  population growth in Rwanda  **Attitudes and Values:** Adopt necessary control measures for the rapid population growth | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 10:**  Migrations: types, causes and consequences  **( 2periods)** | **Knowledge and Understanding:** List the types, causes and consequences of migration  **Skills:**Evaluate the causes and the effects of migration  **Attitudes and Values:** Create an awareness on migration movement | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 11 :**  Summative evaluation | **Key competences** | Written and practical evaluation | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  | **Unit 10: Rural and urban Settlement in Rwanda** | **Lesson title 1:**  Rural settlements  ( meaning of rural settlement) | **Knowledge and Understanding:** define the term rural settlement  **Skills:** explain the meaning of rural settlement  **Attitudes and Values:** Be aware of the meaning of rural settlement | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **25/6-29/6** | **Unit 10: Rural and urban Settlement in Rwanda** | **Lesson title 2:**  types and  characteristics of  rural settlements  **( 3periods)** | **Knowledge and Understanding:** Name the various types of rural settlement  **Skills:** Explain the characteristics of the  rural settlement  **Attitudes and Values:** Appreciate the types and the characteristics of rural settlement in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title3 :**  factors influencing  the rural settlements  **( 3periods)** | **Knowledge and Understanding:** State the factors and the effects of rural settlement  **Skills:** Explain the factors of the rural settlement  **Attitudes and Values:** Appreciate the  Factors influencing rural settlement in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 4 :**  problems and  solutions of rural  settlements | **Knowledge and Understanding:** State the problems and Solutions of rural settlement  **Skills:** Explain the Problems and solutions of rural settlement  **Attitudes and Values:** be aware of the problems and solutions of rural settlement | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 5 :**  problems and  solutions of rural  settlements  **( 2periods)** | **Knowledge and Understanding:** State the problems and Solutions of rural Settlement  **Skills:** Explain the Problems and solutions of rural settlement  **Attitudes and Values:**be aware of the problems and solutions of rural settlement | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 6 :**  Government policy towards the rural settlement  **( 2periods)** | **Knowledge and Understanding:** State the factors favoring imidugudu settlement  **Skills:**carry out a research on the Government policy towards the rural settlement schemes (imidugudu)  **Attitudes and Values:** Show concern for  the importance of the imidugudu settlement  schemes in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 7 :**  Urban settlement/  Urbanization | **Knowledge and Understanding:** define the terms urban settlement and urbanization    **Skills:** evaluate the effects of urban settlement  **Attitudes and Values:** Show concern for  the importance of the urban settlement  in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 8 :**  characteristics of the urban centers  **( 2periods)** | **Knowledge and Understanding:** Give the  characteristics and the functions of the urban  centers in Rwanda  **Skills:** Explain the characteristics and  the functions of the urban centers in Rwanda  **Attitudes and Values:** Appreciate the growth of the urban centers in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
| **20-24/02/2023** |  | **Lesson title 9 :**  factors favoring  urbanization  **( 2periods)** | **Knowledge and Understanding:** State the factors favoring the growth of the urban centers in Rwanda  **Skills:** Explain the factors for the growth of the urban centers in Rwanda  **Attitudes and Values:** understand the factors favoring urbanization | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 10 :**  major urban centerse.g.: Kigali, Huye,  Rubavu, Musanze.  (location, population,  functions)  **( 2periods)** | **Knowledge and Understanding:** Identify the major urban centers of  Rwanda  **Skills:** Explain the factors for the growth of the urban centers in Rwanda  **Attitudes and Values:** Show the resilience  for the problems caused by the urbanization in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |
|  |  | **Lesson title 11 :**  Problems of the  urban centers in  Rwanda and the  solutions  **( 3periods)** | **Knowledge and Understanding:** Identify the major problems and solutions of urban centers of Rwanda  **Skills:** Explain the problems And solutions of urban centers in Rwanda  **Attitudes and Values:** be aware of problems facing urban centers in Rwanda and solutions. | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  | |

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| **27/02-03/03/2023** | | **Unit 10: Rural and urban**  **Settlement in Rwanda** | **Lesson title 12:**  Development of the slums (examples, causes, problems and  the solutions)  **(3 periods)** | **Knowledge and Understanding**: Outline the examples, causes, problems and solutions to slum development  **Skills:** Carry out an investigation on the  causes and problems of the slums  **Attitudes and Values:**  Be aware of the effects of slum development in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 11: Agriculture in Rwanda** | **Lesson title 1 :**  Subsistence cultivation:  definition and types (small  holder farming, market  gardening and horticulture)  **( 3periods)** | **Knowledge and Understanding:**  Identify the different subsistence crops grown in Rwanda  **Skills:** Classify different subsistence crops  grown in Rwanda  **Attitudes and Values:**  Appreciate the  importance of  agriculture to  the economy of  Rwanda. | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| 06-10/032023 | |  | **Lesson title 2**:  Factors for the subsistence  farming in Rwanda**(2periods)** | **Knowledge and Understanding:** State the factors favoring the subsistence farming in  Rwanda  **Skills:** Explain the factors for the subsistence  farming in Rwanda  **Attitudes and Values:** Understand the factors  influencing in keeping smaller animals in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 3:**  Advantages and  disadvantages of improved subsistence crop cultivation  **( 2periods)** | **Knowledge and Understanding:** Outline the advantages and disadvantages of the subsistence farming in Rwanda  **Skills:** Describe the advantages and  disadvantages of the subsistence farming in Rwanda  **Attitudes and Values:** Understand the advantages and disadvantages of improved subsistence crops | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **13-17/03/2023** | | **REVISIOMN PERIOD** | | | | | | |
| **20-24/03/2023** | | **EXAMINATION PERIOD** | | | | | | |
| **27-31/03/2023** | | **MARKING AND REPORT PERIOD** | | | | | | |
| **01/04/2023-16/04/2023** | | **SECOND TERM HOLIDAYS** | | | | | | |
|  | | **THIRD TERM ACADEMIC YEAR 2022-2023** | | | | | | |
| **17-21/04/2023** | |  | **Lesson title 4:**  Plantation farming**(3periods)** | **Knowledge and Understanding:** Identify the major plantation crops in Rwanda, and their Characteristics.  State the factors favoring the plantation farming in Rwanda  **Skills:** Analyze the characteristics of the major plantation crops in Rwanda  Explain the factors favoring plantation farming in Rwanda  **Attitudes and Values:** understand The factors favoring plantation farming in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 6:**  Agriculture modernization  in Rwanda  **( 3periods)** | **Knowledge and Understanding:**  **-**state factors for agricultural modernization in Rwanda  -Outline the problems limiting the agricultural modernization in Rwanda  -Identify the ways of improving agriculture  production in Rwanda  **Skills:**  -Explain the factors for agricultural  modernization in Rwanda  -Explain the factors hindering the agriculture  modernization in Rwanda  **Attitudes and Values:** Show concern for the importance of agriculture to the economy of  Rwanda | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 7 :**Livestock farming in Rwanda  **( 3periods)** | **Knowledge and Understanding:**  -Identify the different systems of rearing animals in Rwanda and their characteristics  -State the factors hindering the development of dairy farming  -Outline the ways of improving livestock  farming in Rwanda  -Identify the types of small animals kept in  Rwanda  **Skills:**  -Describe the different systems of  rearing animals in Rwanda, and their  Characteristics  -Analyze the factors hindering the  development of dairy farming in  Rwanda  **Attitudes and Values:** Understand the  factors influencing in keeping smaller  animals in Rwanda | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **24-28/04/2023** | |  | **Lesson title 8:**  Livestock farming in Rwanda  **( 3periods)** | **Knowledge and Understanding:**  State the factors affecting in keeping smaller animals  -Outline the methods of improving smaller  animals  -Identify the contributions of the livestock farming to the economy of Rwanda  -Identify the problems affecting the livestock  farming in Rwanda  -State the importance of agriculture on the  sustainable development of Rwanda  **Skills:**-Carry out a research on the factors, methods and the importance  of keeping smaller animals in Rwanda  -Analyze the contributions and problems associated with the livestock farming in Rwanda  -Investigate the importance of agriculture to the economy of Rwanda  **Attitudes and Values :**Show respect for  keeping smaller animals in Rwanda | Group work  Brainstorming  Reflection | Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit12: Forestry in Rwanda** | **Lesson title 1:**  Forest and forestry | **Knowledge and Understanding**: Define forest and forestry  **Skills:** Differentiate forest from forestry    **Attitudes and Values:**Appreciate the  importance of forest and forestry in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE. |  |
|  | |  | **Lesson title 2:**  Major forested areas in Rwanda and their characteristics  (**2periods)** | **Knowledge and Understanding**: Identify the major forested areas of Rwanda  **Skills:** Describe the characteristics of the  major forests in Rwanda  **Attitudes and Values:** Appreciate the  importance of forest and forestry in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior4 |  |
| 01-05/05/2023 | |  | **Lesson title 3:**  Factors influencing the forest exploitation | **Knowledge and Understanding**: State the factors influencing forest exploitation in Rwanda  **Skills:** Explain the factors influencing the forest exploitation  **Attitudes and Values:** understand the factors influencing forest exploitation in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 4:**  Lumbering/ forest  exploitation in Rwanda (methods of lumbering)  **( 2periods)** | **Knowledge and Understanding**: State different methods of lumbering in Rwanda  **Skills:** Describe different methods of lumbering in Rwanda  **Attitudes and Values :** Show concern for the  problems of forest exploitation in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 5:**  Importance of forests and forestry in Rwanda | **Knowledge and Understanding**: Give the importance of forests and forestry in Rwanda  **Skills:** Describe importance of forests and forestry in Rwanda  **Attitudes and Values:** appreciate the importance of forests and forestry in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 6:**  Products from lumbering in  Rwanda | **Knowledge and Understanding**: Outline the products of lumbering in Rwanda  **Skills:** Describe the products of lumbering in Rwanda  **Attitudes and Values:** Appreciate the products of lumbering in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 7:**  Problems affecting the forest exploitation / lumbering in  Rwanda | **Knowledge and Understanding**: Identify the problems affecting forest exploitation in Rwanda  **Skills:** Carry out a research on the forests in  Rwanda and find the problems affecting the  forests in Rwanda  **Attitudes and Values:** Show concern for the  problems of forest exploitation in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 8:**  Deforestation (causes of deforestation) | **Knowledge and Understanding**: State the causes and of deforestation in Rwanda  **Skills:** describe the cause of deforestation in Rwanda  **Attitudes and Values:** examine the cause of deforestation in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **24/9-28/9** | |  | **Lesson title 9:**  Deforestation (effects of deforestation) | **Knowledge and Understanding**: State the effects and of deforestation in Rwanda  **Skills:** describe the effects of deforestation in Rwanda  **Attitudes and Values:** examine the cause of deforestation in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 10:**  Forest conservation and the management (policy measures) in Rwanda and case study  **( 2periods)** | **Knowledge and Understanding**: State the measures for forest conservation in Rwanda  **Skills:** suggest forests conservation measures in Rwanda  **Attitudes and Values:** Show respect for the  forest conservation and the management  in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 13: Fishing in Rwanda** | **Lesson title 1:**  Definition of fishing , Major fishing grounds of  Rwanda , factors favoring fishing in Rwanda and types of fish and the methods of fishing used in Rwanda  **( 3periods)** | **Knowledge and Understanding**:  -Define fishing and fish farming.  -Identify the major fishing grounds of  Rwanda  -Identify the factors favoring fishing in Rwanda  State different types of fish and methods of  fishing used in Rwanda  **Skills:**  -Locate the major fishing grounds of  Rwanda  -Explain the factors favoring fishing  and fish farming in Rwanda  -Describe the methods of fishing in Rwanda  **Attitudes and Values:**  -Appreciate the importance of fish and fishing in Rwanda  -Show concern for the problems affecting  Fishing and fish conservation in Rwanda. | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **08-12/05/2023** | |  | **Lesson title 2:**  Methods of conservation and preservation of fish in Rwanda,  Importance of fish and fishing in Rwanda and Problems affecting fishing and the possible solutions  **( 2periods)** | **Knowledge and Understanding**:  -State the methods used for the fish conservation and Preservation in Rwanda.  -Outline the importance and the problems of fishing and fish farming in Rwanda  **Skills:**  Evaluate the methods of fish  conservation and preservation in Rwanda  -Explain the importance and the problems of fishing and fish farming in Rwanda  **Attitudes and Values:** Show concern for the  problems affecting fishing and fish  Conservation in Rwanda  Show continual desire to promote fishing and fish farming in Rwanda  . | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 14: Mining in Rwanda** | **Lesson title 1:**  -Types and distribution of  the major minerals in Rwanda,  -Methods of mining in Rwanda  -Factors affecting the exploitation of minerals in Rwanda  **( 3periods)**  **Lesson title 2:**  Importance of mining to the  economy of Rwanda,  Products from the minerals  in Rwanda | **Knowledge and Understanding:**  Identify the major minerals in Rwanda  -State the methods used in the mining in  Rwanda  -State the factors affecting the exploitation of  minerals in Rwanda  **Skills:**  Create a sketch map of Rwanda to identify  and locate the major minerals in Rwanda  -Analyze the methods used in the mining in  Rwanda  -Do research on the factors affecting the  exploitation of minerals in Rwanda  **Attitudes and Values:**  -Show concern for the unequal distribution  of minerals in Rwanda  -Appreciate the importance of minerals  **Knowledge and Understanding:** Identify the importance of mining to the economy of Rwanda  **Skills:** Evaluate the importance of mining  to the economy of Rwanda  **Attitudes and Values:** Appreciate the importance of mining to the economy of Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **15-19/05/2023** | |  | **Lesson title 3:**  Problems affecting the mining and the solutions  **( 1period)** | **Knowledge and Understanding:** State the problems affecting the mining  **Skills:** Analyze the problems affecting the mining in Rwanda and suggest the solutions  **Attitudes and Values:** Show concern for the use of environmental Friendly methods of mining. | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 4:**  Summative evaluation  **( 1period)** | **Key competences** | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 15: Power and Energy in Rwanda** | **Lesson title 1:**  Major sources and forms of energy used in Rwanda  (renewable and non-renewable, Factors favoring the power production in Rwanda  **( 3period)** | **Knowledge and Understanding:**  **-**Recall the forms of energy used in  Rwanda and the difference between the renewable and non-renewable energy  -State the factors favoring the power production in Rwanda  **Skills:**-Distinguish among different sources of energy used in Rwanda  -Analyze the factors that hinder the potential exploitation of rivers in Rwanda in the production of power and energy  **Attitudes and Values:** Show concern for the  low levels of energy production in Rwanda  Show resilience for the protection and the appropriate use of different sources of energy | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 2:**  Importance of power in the  development of Rwanda, Problems hindering the  development of energy and the possible solutions in Rwanda and case study  **( 2period)** | **Knowledge and Understanding:**  **-**Give the importance of power and energy in Rwanda  -Identify the factors that hinder the potential exploitation of rivers in Rwanda in production of the power and energy  **Skills:** Evaluate the importance of power  and energy in Rwanda  - Investigate the problems hindering  the development of energy and suggest  possible solutions  **Attitudes and Values:**  Appreciate the importance of power and energy on the sustainable development of  Rwanda  -Show respect for the efforts in the development of power and energy in  the country | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **22-24/05/2023** | |  | **Lesson title 3:**  Summative evaluation  **( 1period)** | **Key competence** | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 16: Industry in Rwanda** | **Lesson title1:**  Definition of industry and  Industrialization,Types of industries and the industrial products in Rwanda,Factors affecting the  location of industries and  influencing the industrial development in Rwanda**(3periods)** | **Knowledge and Understanding:**  **-**Recall the definition of the industry  -Name the types of industries in Rwanda  -State the factors affecting the location  of industries in Rwanda  **Skills:** Explain the concept of industrialization  -Differentiate among the types of industries in Rwanda  -Explain the factors affecting the location  of industries  **Attitudes and Values:**  Appreciate the importance of each type of industry  -Show concern for the factors affecting the  development of industries in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 2:**  Importance of the  industries in Rwanda, Problems affecting the  industrial development and  the solutions, in Rwanda,Environmental and health issues associated with  industrialization and the ways to mitigate them+ CASE STUDY  **( 3periods)** | **Knowledge and Understanding:** Give the definitions of different concepts of population  **Skills:** Explain the different concepts of population in Rwanda  **Attitudes and Values:** Be aware of the current situation of the population  concepts in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **29/05-02/06/2023** | |  | **Lesson title 3:**  Summative evaluation  **(1period)** | **Key competences** | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 17: Transport, Communication and Trade**  **in Rwanda** | **Lesson title 1:**  Transport **(4periods)** | **Knowledge and Understanding:**  **-**State different types of transport in Rwanda  -Identify the factors  influencing the development of the transport  -Give the importance of transport in Rwanda  -Outline the advantages and disadvantages of the different types of transport in Rwanda  -Identify the problems affecting the transport in Rwanda  **Skills:**  Locate different types of transport in  Rwanda  -Explain the factors influencing the development of transport in Rwanda  - Explain the importance of transport in Rwanda  -Evaluate the advantages and disadvantages of the different types of transport in Rwanda  -Describe the problems  of transport in Rwanda and the future prospects  **Attitudes and Values:**  Appreciate the importance of transport in Rwanda  -Show resilience for the perspectives of transport development in Rwanda  -Show respect for the development of transport in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 2:**  Communication  **( 2periods)** | **Knowledge and Understanding:**  **-**List the different means of communication used in Rwanda  -Identify the factors influencing the  - Give the importance of communication in  Rwanda development of communication in  Rwanda  **Skills:**-Differentiate the means of communication used in Rwanda  -Explain the factors influencing the development of communication  -Evaluate the importance of communication in Rwanda  **Attitudes and Values:**  -Show resilience for the perspectives of  development of communication in Rwanda  -Show continual desire to use different means of communication for the development  - | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **05-10/06/2023** | |  | **Lesson title3:**  Communication  **( 2periods)** | **Knowledge and Understanding:** Outline the problems affecting communication and  the possible solutions  **Skills:** Explain the problems and the solutions of communication  **Attitudes and Values:**  Be aware of the problems of communication | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 4:**  Trade **(4periods)** | **Knowledge and Understanding:**  Define the internal and external trade;  importation and exportation in Rwanda  -Identify the factors  affecting the trade in Rwanda  -Give the importance of trade in Rwanda  - Identify imports and exports of Rwanda  -Identify the problems affecting the trade in  Rwanda  **Skills:**  Explain the concepts of internal and external trade; importation and  exportation  -Explain the factors affecting the trade in  Rwanda  - Evaluate the importance of trade in Rwanda  -Explain the balance of trade and the balance  of payment in Rwanda  -Describe and explain the problems affecting  the trade in Rwanda and propose the  possible solutions  **Attitudes and Values:**  -Show resilience for the perspectives of  development of trade in Rwanda  -Show continual desire to acquire  entrepreneurial skills in trade for the  development in Rwanda | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **12-16/06/2023** | |  | **Lesson title 5:**  Summative evaluation | **Key competences** | Written and practical | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | | **Unit 18: Environmental**  **Conservation in Rwanda and Tourism** | **Lesson title 1:**  Environmental Conservation  **( 5periods)** | **Knowledge and Understanding:**  **-** Give the definition of environmental  Conservation  -Name the different natural resources of  Rwanda  -State the reasons and ways for the conservation of environment in Rwanda  -Identify the impact of the conservation on the environment in Rwanda  -Identify the factors and the problems  affecting the conservation in  Rwanda  **Skills:**  Apply the knowledge of environmental conservation to protect the environment. Classify the different natural resources of Rwanda  -Explain the reasons and ways for the conservation of environment  -Evaluate the impact of conservation on  the environment and the development  -Explain the problems affecting the  conservation of environment  -Explain the importance of environmental conservation  **Attitudes and Values:**  -Show respect for the various tourist  attractions available in the country  -Appreciate the importance of environmental conservation  -Show the concern for the problems affecting the environmental conservation | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **19-23/06/2023** | |  | **Lesson title 2:**  Tourism  **( 7periods)** | **Knowledge and Understanding:**  Define tourism and eco-tourism  -State the major tourist attractions in Rwanda.  -State the factors affecting tourism in the world  -Give the importance of tourism in Rwanda  Identify the problems of tourism in Rwanda.  -State the impact of tourism on the environment of the country  **Skills:**  Explain the concepts of tourism and eco-tourism  -Locate the major tourist attractions in Rwanda  -Explain the factors affecting the development of tourism in Rwanda  -Evaluate the impact of tourism on the  environment and development in Rwanda  -Explain the problems affecting tourism  - Justify the importance of tourism in the  development of the economy  **Attitudes and Values:**  Appreciate the importance of tourism on the  sustainable development  -Show concern for the problems affecting the  tourism and suggest the solutions | Group work  Brainstorming  Reflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
|  | |  | **Lesson title 3 :**  Summative evaluation | **Key competences** | Written and practical evaluation | Achievers, Geography for Rwandan schools, Students’ Book, Senior 4, Richard BAREKYE |  |
| **26-30/06/2023** | **REVISION PERIOD** | | | | | | | |
| **03-07/07/2023** | **EXAMINATION PERIOD** | | | | | | | |
| **10-14/07/2023** | **MARKING AND SCHOOL REPORT** | | | | | | | |
| **17-19/07/2023** | **PRIMARY NATIONAL EXAMINATION** | | | | | | | |
| **25/07-04/08/2023** | **GENERAL TECHNICAL SECONDARY NATIONAL EXAMINATION** | | | | | | | |