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

ACADEMIC YEAR:**2022-2023**

**SCHOOL NAME**: …………………

SUBJECT: **GEOGRAPHY**

**TEACHER’S NAME**: ………………………………………

CLASS: **SENIOR 5**

**NUMBER OF PERIOD PER WEEK:**7

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|  | **TERM I ACADEMIC YEAR 2022-2023** |
| **Dates**  | **Unit title** | **Lesson title****+****Evaluation** | **Learning objectives** | **Teaching methods & techniques** | **Resources & References** | **Observation** |
| **26-30/09/2022** | Unit 1: **Statistical Graphs, Diagrams and Maps** | **Lesson title 1**: Introduction to the Statistics in Geography (Definition of Statistics) | **Knowledge and Understanding**: Define the concept of Statistics**Skills**: Explain the concept of Statistics**Attitudes and Values**: Appreciate the importance of statistics in Geography. | Group workBrainstormingReflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE. |  |
|  |  | **Lesson title 2**: Importance of the statistical graphs and the diagrams in Geography**(2periods)** | **Knowledge and Understanding:** Identify the importance of statistics in Geography**Skills:** Evaluate the importance of statistics in Geography.**Attitudes and Values:** Appreciate the importance of statistics in Geography. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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| **Lesson title 3**: Simple Line and Curve graphs | **Knowledge and Understanding:** Draw the simple line and curve graphs**Skills:** Draw the simple line and curve graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 4**: Group Line and Curve graphs | **Knowledge and Understanding:** Draw the group line and curve graphs**Skills:** Draw the group line and curve graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 5**: Compound Line and Curve graphs | **Knowledge and Understanding:** Draw the compound line and curve graphs**Skills:** Draw the compound line and curve graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 6**: Divergent Line and Curve graphs | **Knowledge and Understanding:** Draw the divergent line and curve graphs**Skills:** Draw the divergent line and curve graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **03-0710/2022** |  | **Lesson title 7:** Advantages of each type of statistical graphs**(2 periods**) | **Knowledge and Understanding:** State the advantages of the statistical graphs **Skills:** Explain the advantages of the various statistical graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 8**: Disadvantages of each type of statistical graphs **(2 periods)** | **Knowledge and Understanding:** State the disadvantages of the statistical graphs **Skills:** Explain the disadvantages of the various statistical graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 9**: Simple Bar Graphs | **Knowledge and Understanding:** Draw the simple bar graphs**Skills:** Draw the simple bar graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 10**: Group Bar Graphs | **Knowledge and Understanding:** Draw the group bar graphs**Skills:** Draw the group bar graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 11:**Compound Bar graphs | **Knowledge and Understanding:** Draw the compound bar graphs**Skills:** Draw the compound bar graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard  |  |
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|  |  |  | BAREKYE |  |
| **10-14/10/20222** |  | **Lesson title 12:** Divergent Bar graphs | **Knowledge and Understanding:** Draw the divergent bar graphs**Skills:** Draw the divergent bar graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 13:**Age and Sex Graphs | **Knowledge and Understanding:** Draw the age and sex graphs**Skills:** Draw the age and sex graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title14****:**Dispersion Graphs | **Knowledge and Understanding:** Draw the dispersion graphs**Skills:** Draw the dispersion graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 15**: Circular graphs | **Knowledge and Understanding:** Draw the circular graphs**Skills:** Draw the circular graphs**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 16:**Divided Circles(Pie-charts) | **Knowledge and Understanding:** Draw the divided circles**Skills:** Draw the divided circles**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 17**: Divided Rectangle | **Knowledge and Understanding:** Draw the divided rectangles**Skills:** Draw the divided rectangles**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 18:**Repeated Symbols | **Knowledge and Understanding:** Draw the repeated symbols**Skills:** Draw the repeated symbols **Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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| **17-21/10/2022** |  | **Lesson title 19****:**Statistical maps | **Knowledge and Understanding:** Draw the statistical maps**Skills:** Draw the statistical maps **Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 20:**Wind rose | **Knowledge and Understanding:** Draw the wind rose**Skills:** Draw the wind rose**Attitudes and Values:** Appreciate the importance of statistics in Geography in the daily life activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 21:**Summative Evaluation 1 | Key unit competence: To interpret the statistical data, construct statistical graphs, diagrams and maps | Evaluation procedures(written and practical) |  |  |
|  | Unit 2: **Bearings, directions, distances and areas on a map** | **Lesson title 1:**Location of places using the grid references | **Knowledge and Understanding:** Identify the places on a topographic map using Easting and Northing**Skills:** Locate the places using the geographical coordinates grid reference system**Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret geographical phenomena. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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|  |  | **Lesson title 2****:**State the directions on the topographic maps | **Knowledge and Understanding:** Tell the directions on the topographic maps**Skills:** Calculate the directions on the topographic maps **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret geographical phenomena.  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 3****:**State the bearings on the topographic maps | **Knowledge and Understanding:** Tell the bearings on the topographic maps**Skills:** Calculate the bearings on the topographic maps **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret geographical phenomena. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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| **24-28/10/2022** |  | **Lesson title 4:**Measure the distance on the maps (Straight line) | **Knowledge and Understanding:** Estimate the distances on the topographic maps**Skills:** Measure the distances on the topographic maps **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic map. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5****:**Measure the distance on the maps (Curved line) **2 periods** | **Knowledge and Understanding:** Estimate the distances on the topographic maps**Skills:** Measure the distances on the topographic maps **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 6:**Calculate the areas on the topographic maps (regular shapes) | **Knowledge and Understanding:** Estimate the areas on the topographic maps**Skills:** Measure the surface areas on the topographic maps **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 7:**Calculate the areas on the topographic maps (irregular shapes)**2 periods** | **Knowledge and Understanding:** Give the areas on the topographic maps**Skills:** Calculate the surface areas on the topographic maps **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 8:**Representation of relief on the map (contours) | **Knowledge and Understanding:** Interpret the relief on the maps using contours**Skills:** Describe the relief on the topographic maps. **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 9:**Representation of relief on the map (coloring) | **Knowledge and Understanding:** Interpret the relief on the maps using coloring **Skills:** Describe the relief on the topographic maps. **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 10:**Representation of relief on the map (shading) | **Knowledge and Understanding:** Interpret the relief on the maps using shading.**Skills:** Describe the relief on the topographic maps. **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **31/10-04/11/2022** |  | **Lesson title 11:** Calculation of the vertical interval and amplitude of relief/ spot heights | **Knowledge and Understanding:** Interpret the relief on the maps using spot heights, trigonometrical stations and the colors. **Skills:** Describe the relief on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the geographical coordinates and the compass in locating places on the topographic maps | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 12:**Summative Evaluation 2 | Key unit competence: To measure the bearings and the directions, calculate distances and areas on maps | Evaluation procedures(written and practical) |  |  |
|  | Unit 3: **Map work interpretation** | **Lesson title 1:** Introduction to map work interpretation | **Knowledge and Understanding:** Define the concept of map work. **Skills:** Explain the concept of map work. **Attitudes and Values:** Appreciate the importance of map work interpretation. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:** Interpretation of the physical aspects from the maps (geology) | **Knowledge and Understanding:** Identify the physical aspects on the ordinary survey maps. **Skills:** Describe the physical aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 3:** Interpretation of the physical aspects from the maps (slope) | **Knowledge and Understanding:** Identify the physical aspects on the ordinary survey maps. **Skills:** Describe the physical aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 4:** Interpretation of the physical aspects from the maps (drainage) | **Knowledge and Understanding:** Identify the physical aspects on the ordinary survey maps. **Skills:** Describe the physical aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5:** Interpretation of the physical aspects from the maps (soils) | **Knowledge and Understanding:** Identify the physical aspects on the ordinary survey maps. **Skills:** Describe the physical aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 6:** Interpretation of the human aspects from the maps (agricultural development) | **Knowledge and Understanding:** Identify the human aspects on the ordinary survey maps. **Skills:** Describe the human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **07-13/11/2022** |  | **Lesson title 7:** Interpretation of the human aspects from the maps (mining) | **Knowledge and Understanding:** Identify the human aspects on the ordinary survey maps. **Skills:** Describe the human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 8:** Interpretation of the human aspects from the maps (industry) | **Knowledge and Understanding:** Identify the human aspects on the ordinary survey maps. **Skills:** Describe the human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 9:** Interpretation of the human aspects from the maps (settlement) | **Knowledge and Understanding:** Identify the human aspects on the ordinary survey maps. **Skills:** Describe the human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 10:** Relationship between the physical and human aspects on the maps (drainage patterns) | **Knowledge and Understanding:** State the relationship between the physical and human aspects on the topographic maps**Skills:** Describe the relationship among the physical and human aspects on the topographic maps human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 11:** Relationship between the physical and human aspects on the maps (settlement patterns) | **Knowledge and Understanding:** State the relationship between the physical and human aspects on the topographic maps**Skills:** Describe the relationship among the physical and human aspects on the topographic maps human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 12:** Relationship between the physical and human aspects on the maps (vegetation) | **Knowledge and Understanding:** State the relationship between the physical and human aspects on the topographic maps**Skills:** Describe the relationship among the physical and human aspects on the topographic maps human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities |  |  |  |
|  |  | **Lesson title 13:** Relationship between the physical and human aspects on the maps (communication networks) | **Knowledge and Understanding:** State the relationship between the physical and human aspects on the topographic maps**Skills:** Describe the relationship among the physical and human aspects on the topographic maps human aspects on the topographic maps. **Attitudes and Values:** Appreciate the importance of using the topographic maps to interpret the geographical phenomena and to understand the relationship between the relief and human activities | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **14-20/11/2022** |  | **Lesson title 14:**Summative Evaluation 3 | Key unit competence: To explain the relationship between the physical aspects and human activities on maps | Evaluation procedures(written and practical) |  |  |
|  | Unit 3: **The Universe and the Solar System** | **Lesson title 1:** The definition of the universe and the components of the universe | **Knowledge and Understanding:** Identify the components of the universe and the solar system. **Skills:** Describe the planets and the various components that exist in the universe and in the solar system Explain the concept of universe. **Attitudes and Values:** Respect the earth and appreciate the need for the sustainable practices to protect the environment. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:** The solar system**(5 periods)** | **Knowledge and Understanding:** Identify the planets in the solar system. **Skills:** Describe the characteristics of the different planets and the peculiar elements of the earth. **Attitudes and Values:** Develop a curiosity to discover more objects that exist in the universe. |  |  |  |

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| **21-25/11/2022** | Unit 5: **The Origin of the Earth** | **Lesson title 1**: Theories which explain the origin of the earth | **Knowledge and Understanding**: Explain the origin and the gravity of the earth**Skills**: Analyze the knowledge to explain how the earth came into existence**Attitudes and Values**: Appreciate the importance of the earth as the only planet in the solar system that supports life | Group workBrainstormingReflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE. |  |
| **Lesson title 2**: The characteristics of the earth | **Knowledge and Understanding:** Identify the characteristics of the earth**Skills:** Evaluate the characteristics of the earth**Attitudes and Values:** Appreciate the importance of the earth as the only planet in the solar system that supports life | Group workBrainstormingReflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 3**: The shape and the evidences that prove that the earth is spherical | **Knowledge and Understanding:** Outline the evidences that prove that the earth is spherical/ geoid**Skills:** Explain the evidences that prove that the earth is spherical/geoid**Attitudes and Values:** Show concern in protecting the earth as the only home for flora and fauna. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 4**: The internal structure of the earth | **Knowledge and Understanding:** Explain the internal structure of the earth**Skills:** Carry out research to find the internal structure of the earth**Attitudes and Values:** Show concern in protecting the earth as the only home for flora and fauna. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 5**: Mineral composition and superficial configuration of the earth | **Knowledge and Understanding:** Explain the mineral composition and superficial configuration of the earth **Skills:** Carry out research to find the mineral composition and superficial configuration of the earth.**Attitudes and Values:** Show concern in protecting the earth as the only home for flora and fauna.  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 6**: Geological time scale | **Knowledge and Understanding:** State the geological eras and the periods**Skills:** Describe the geological time**Attitudes and Values:** Show concern in protecting the earth as the only home for flora and fauna. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **28/11-02/12/2022** | Unit 6: **The internal landform Processes** | **Lesson title 1:** Faulting **(12 periods)**- Definition of faulting (1 period)- Processes leading to the formation of different faulted features (3 periods)- Types of faults (1period)- Influence of faulting on the landscape and drainage (2 periods) | **Knowledge and Understanding:** Recall the processes leading to the formation of different faulted features**Skills:** Explain the processes responsible for the formation of different faulted features **Attitudes and Values:** Appreciate the impact of the internal processes on the landscape. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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| **05-09/12/2022** |  **REVISION PERIOD** |
| **12-14/12/2022** |  **EXAMINATION PERIOD** |
| **19-23/12/2022** |  **MARKING AND SCHOOL REPORT** |
| **24/12/2022-07/01/2023** |  **TERM I HOLIDAYS** |
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|  | **SECOND TERM ACADEMIC YEAR 2022-2023** |
| **09-13/01/2023** |  | **Lesson title 2:**Faulting**(5 periods)**-Impact of faulting to the man (positive and negative impacts) (2 periods)- Distribution of the landforms associated with faulting (3 periods | **Knowledge and Understanding:** Identify the impact of faulting to the man **Skills:** Describe the influence of faulting to man**Attitudes and Values:** Appreciate the impact of faulted landscapes to the man | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 3:**Folding and Warping**(2 periods)**-Definition of folding-Processes of folding | **Knowledge and Understanding:** Recall the processes of the folding**Skills:** Explain the processes responsible for the folding **Attitudes and Values:** Appreciate the importance of folding on the landscape. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **16-20/01/2023** |  | **Lesson title 4:****(7 periods)****-**Impact of folding on the landscape (2 periods)-Distribution of landforms associated with folding (2 periods)-Definition, types and causes of warping (3 periods) | **Knowledge and Understanding:** Identify the major landforms associated with the folding**Skills:** Explain the impact of the different folded landscapes **Attitudes and Values:** Appreciate the importance of folding on the landscape | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5:**-Landforms associated with warping (1 period)-Influence of warping on the drainage (2 periods) | **Knowledge and Understanding:** State the influence of warping on the drainage**Skills:** Describe the influence of warping on the drainage**Attitudes and Values:** Understand other perspectives responsible for the formation of different landforms | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **23-27/01/2023** |  | **Lesson title 6:**Vulcanicity and Earthquakes**(4 periods)**-Processes of vulcanicity and volcanicity (2 periods)-Intrusive and extrusive features (1 period)-Types of volcanoes and their characteristics (1 period) | **Knowledge and Understanding:** Define vulcanicity and recall the volcanic processes**Skills:** Explain the processes responsible for the formation of different intrusive and extrusive landforms**Attitudes and Values:** Appreciate the importance of vulcanicity in shaping the landscape | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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| **30/01-03/02/2023** |  | **Lesson title 6:**Vulcanicity and Earthquakes**(7 periods)****-**Influence of volcanicity on the drainage (1 period)-Impact of volcanicity to man (1 period)-World distribution of volcanoes (1 period)-Definition of earthquakes and its concepts (1 period)-Causes and the consequences of earthquakes (1 period)-Measures to curb the earthquake effects (1 period)-World distribution of the earthquakes | **Knowledge and Understanding:** State the impact of volcanicity on the drainage and to the man**Skills:** Explain the impact of different volcanic landforms**Attitudes and Values:** Appreciate the perspectives responsible for the formation of different volcanic landforms and appreciate the importance of vulcanicity in shaping the landscape | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | (1 period) |  |  |  |  |
|  |  | **Lesson title 7:**Summative Evaluation 2 | Key unit competence: To examine the internal processes responsible for the evolution of different relief landforms. | Evaluation procedures(written and oral) |  |  |
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| **06-10/02/2023** | Unit 7: **Soils** | **Lesson title 1:**Soils**(6 periods)**-Definition of soil (1 period)-Soil constituents (1 period)-Morphological properties of soils (4 periods) | **Knowledge and Understanding:** Define the concept of soil, state the constituents **o**f soils and outline the different morphological properties of soils **Skills:** Investigate the constituents of soils and describe the properties of soils**Attitudes and Values:** Appreciate the importance of soil constituents and morphological properties of soils | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:**Summative Evaluation 3 | Key unit competence: To investigate the different constituents and morphological properties of the soil. | Evaluation procedures(written and oral) |  |  |
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|  | Unit 8: **Weather and Climate of the world** | **Lesson title 1:**The atmosphere **(4 periods)****-**Definition of atmosphere (1 period)-The structure of atmosphere (2 periods)-Concept of the weather and the climate (1 period) | **Knowledge and Understanding:** Define the atmosphere and state the layers of the atmosphere**Skills:** Infer the influence of the layers of the atmosphere to the changes in the atmosphere’s conditions. **Attitudes and Values:** Show resilience for the changes in the atmosphere and the desire to protect it. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:**Elements of weather and climate**(2 periods)**-Measurement and recording of temperature (1 period)-Factors influencing the temperature (1 period) | **Knowledge and Understanding:** Outline the factors for the variation of the temperature of a place**Skills:** Examine the factors responsible for temperature variation of a place **Attitudes and Values:** Show concern for the causes and the effects of climate change and the desire to preserve or retain the stability of the atmosphere. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **13-17/03/2023** |  | **Lesson title 3:**Elements of weather and climate**(7 periods)**-Rainfall (2 periods)-Winds (2 periods)-Humidity (1 period)-Cloud cover (1 period)-Sunshine (1 period) | **Knowledge and Understanding:** Define the concept of precipitation, rainfall and wind.Measure and record the rainfall and wind**Skills:** Describe the forms of precipitation and explain the concept of the wind.**Attitudes and Values:** Show concern for the causes and the effects of climate change and the desire to preserve or retain the stability of the atmosphere.  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **20-24/02/2023** |  | **Lesson title 4:** Elements of weather and climate**(6 periods)**-Atmospheric pressure (1 period)-Factors that influence the world climate (1 period)-Types of climate and their characteristics (3 periods)-Influence of the climate on the human activities (1 period) | **Knowledge and Understanding:** List the factors that influence the world climates and name the major climatic zones**Skills:** Describe the factors influencing the distribution of the climate of the world and explain the influence of the climate on the human activities**Attitudes and Values:** Show concern for the causes and the effects of climate change and the desire to preserve or retain the stability of the atmosphere.  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5:**Summative Evaluation 4 | Key unit competence: To appreciate the importance of the atmosphere, weather and climate on the environment and human activities on the world. | Evaluation procedures(written and oral) |  |  |
| **27/02-03/03/2023** | Unit 9: **Natural vegetation of the world** | **Lesson title 1:**Classification of the natural vegetation **(7 periods)**-Forests and their characteristics (3 periods)-Grasslands and their characteristics (4 periods) | **Knowledge and Understanding:** Recall the location of different types of natural vegetation **Skills:** Examine the classification of the major types of natural vegetation**Attitudes and Values:** Appreciate the importance of the various types of vegetation in the world | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **06-10/03/2023** |  | **Lesson title 2:**Classification of the natural vegetation **(4 periods)**-Grasslands and their characteristics (2 periods)-Factors influencing the vegetation distribution (1 period)-Importance of the natural vegetation (1 period) | **Knowledge and Understanding:** Identify the factors influencing the vegetation distribution and outline the importance of the natural vegetation**Skills:** Explain the factors influencing the vegetation distribution and explain the importance of the natural vegetation.**Attitudes and Values:** Show resilience for the various types of vegetation and the desire to protect and manage the natural vegetation | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **13-17/03/2023** | **REVISION PERIOD** |
| **20-24/03/2023** | **EXAMINATION PERIOD** |
| **27-31/03/2023** | **MARKING AND SCHOOL REPORT** |
| **01/04/2023-16/04/2023** | **SECOND TERM HOLIDAYS** |
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|  | **THIRD TERM ACADEMIC YEAR 2022-2023** |
| **17-21/04/2023** | Unit 10: **Population Growth in the world** | **Lesson title 1:**Human diversities  | **Knowledge and Understanding:** Mention the population diversity**Skills:** Explain the. population diversity **Attitudes and Values:** Appreciate the importance of human diversity in the development | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:** Population concepts | **Knowledge and Understanding:** Define population concepts**Skills:** Differentiate among the concepts of population**Attitudes and Values:** Show resilience for the diversities in human population | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 3:** World population distribution and density and factors for the population distribution (2 periods) | **Knowledge and Understanding:** Locate the population distribution**Skills:** Explain the factors for the population distribution**Attitudes and Values:** Show respect to the various policies for controlling the population growth. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 4:** Under population, overpopulation and related effects | **Knowledge and Understanding:** Define under population and under population. **Skills:** Compare the concepts of under population and overpopulation. **Attitudes and Values:** Show respect to the various policies for controlling the population growth | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5:** Population growth and population structures | **Knowledge and Understanding:** Outline the factors for a rapid population growth. **Skills:** Describe the factors responsible for a rapid population growth. **Attitudes and Values:** Show respect to the various policies for controlling the population growth | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **24-28/04/2023** |  | **Lesson title 4:** Population policies in the world | **Knowledge and Understanding:** Explain the causes, the effects and the possible control measures for an early sex, health risks, HIV/IDS, STDs in the world. **Skills:** Investigate the impact of early sex, health risks, HIV/IDS, STDs. **Attitudes and Values:** Show respect to the various policies for controlling the population growth  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5:** Case studies on population | **Knowledge and Understanding:** Relate the population concepts of different countries. **Skills:** Make a comparison between the population in the developing and the developed countries. **Attitudes and Values:** Show respect to the various policies for controlling the population growth  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |

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| **01-05/05/2023** | **Unit 11:** **Urbanisation in the world** | **Lesson title 1**: Rural settlement**(4 periods)****-**Types of rural settlement-Factors influencing the rural settlement-Effects of rural settlements-Solutions to the problems affecting rural settlement | **Knowledge and Understanding**:Outline the major types of settlements**Skills**: Explain the major types of settlements**Attitudes and Values**: Show concern for the effects of the rural settlement and the devised measures for the proper rural settlement. | Group workBrainstormingReflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE. |  |
| **Lesson title 2**: Urbanization in the world**(3 periods)****-**Definitions of the terms(1 period)**-**Location of the major world urban centres and ports (1 period)-Factors influencing the urban development in the world(1 period) | **Knowledge and Understanding:** Define the terms related to urbanization and identify the factors influencing the urban development in the world.**Skills:** Explain the terms related to urbanization **Attitudes and Values:** Show the concern for the problems caused by the urbanization on the environment. | Group workBrainstormingReflection | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **08-12/05/2023** |  | **Lesson title 3:** Urbanization in the world**(2 periods**)-Function of urban centres and ports-Impact of urban urbanization on the environment. | **Knowledge and Understanding:** d and state the functions of the world’s cities and ports.**Skills:** Describe the major urban centres and the factors influencing the urban development in the world and describe the impact of the world urbanization on the environment**Attitudes and Values:** Show the concern for the problems caused by the urbanization on the environment  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 4**: Case studies **(4 periods)**-Developed countries (2 periods)-Developing countries (2 periods) | **Knowledge and Understanding:** Identify the major cities in the developed and developing countries**Skills:** Describe characteristics of the cities in the developed and developing countries and compare urbanization of different countries.**Attitudes and Values:** Show the concern for the problems caused by the urbanization on the environment | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 5:**Summative Evaluation 1 | Key unit competence: to discuss the impact of settlement and urbanization on the sustainable development of different countries | Evaluation procedures(written and oral) |  |  |
| **15-19/05/2023** | Unit 12: **Agriculturein the world** | **Lesson title 1:** Crop cultivation**(7 periods)** -Types of cultivation methods and their characteristics (2 periods)-Subsistence cultivation (3 periods)-Truck and factors farming (2 periods)  | **Knowledge and Understanding:** Name the different types of different crop cultivation**Skills:** Describe the different types of different crop cultivation**Attitudes and Values:** Show continual desire to grow different crops using different methods of farming | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:**Crop cultivation**(7 periods)**-Intensive subsistence agriculture (3 periods)-Factors for increasing the agricultural production (1 period)-Problems affecting the agriculture in the developing countries (1 period)-Case studies (2 periods) | **Knowledge and Understanding:** Outline the factors responsible for increasing the agricultural production and state the problems affecting the agriculture**Skills:** Evaluate the factors and the problems affecting the agricultural system in the developing countries.**Attitudes and Values:** Appreciate the reasons for increasing the agriculture production. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **22-26/05/2023** |  | **Lesson title 3:** Crop cultivation **(2 periods)** -Case studies (2 Periods) | **Knowledge and Understanding:** Outline the different plantation crops in different countries**Skills:** Compare the plantation agriculture in the different countries of the world.**Attitudes and Values:** Appreciate the reasons for increasing the agriculture production | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **Lesson title 4:**Livestock farming **(5 periods)****-**Types of livestock farming (3 periods)-Reaching and dairy farming (1 period)-Ways of improving the livestock farming (1 period) | **Knowledge and Understanding:** State the different types of livestock farming**Skills:** Locate different types of livestock**Attitudes and Values:** Show respect for the ways of improving the livestock farming | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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|  |  | **Lesson title 5**: Livestock farming(2 periods)-Factors and problems affecting the livestock farming -Case studies | **Knowledge and Understanding:** Outline the factors and problems affecting the livestock farming.**Skills:** Explain the factors, problems and the solutions of the livestock farming in the different countries.**Attitudes and Values** Show respect for the ways of improving the livestock farming**.** | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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| **Lesson title 6:** Summative Evaluation 2 | Key unit competence: To explain the impact of agricultural activities on the sustainable development of different countries in the world. | Evaluation procedures(written and oral) |  |  |
| **29/05-02/06/2023** | Unit 13: **Forestry in the world** | **Lesson title 1:**Forestry**(4 periods)**-Major types of forests in the world and the characteristics of each type of forests (4 periods) | **Knowledge and Understanding:** Identify the major types of forests in the world**Skills:** Locate the major types of forests in the world.**Attitudes and Values:** Appreciate the importance of lumbering in different countries.  | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 2:**Forestry**(3 periods)**-Factors influencing the forest distribution (1 period)-Importance of forests and the problems affecting lumbering (2 periods) | **Knowledge and Understanding:** State the factors leading to the forest distribution and exploitation in the world and recall the importance of forests.**Skills:** Explain the factors of forest distribution and exploitation and the importance of forests **Attitudes and Values:** Appreciate the importance of lumbering in different countries. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
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|  |  | **Lesson title 3:**Harvest of the Forest**(4 periods)**Lumbering/forest exploitation -Importance of forest exploitation-Problems limiting the forest exploitation-Methods of forest exploitation | **Knowledge and Understanding:** Outline the problems affecting lumbering**Skills:** Discuss the problems affecting the forest exploitation and the possible solution **Attitudes and Values:** Communicate the factors influencing the forest distribution, forest conservation and the management in the selected countries of the world. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **12-16/06/2023** |  | **Lesson title 4:**Harvest of the Forest**(6 periods)**-Forest conservation measures-Case studies (5 periods) | **Knowledge and Understanding:** state the conservation measures in different countries**Skills:** Explain the forest conservation measures in different countries **Attitudes and Values:** Communicate the factors influencing the forest distribution, forest conservation and the management in the selected countries of the world. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 5:**Summative Evaluation 3 | Key unit competence: T explain the impact of forests on the sustainable development | Evaluation procedures(written and oral) |  |  |
|  | Unit 14: **Fishing in the world** | **Lesson title 1:**Fishing**(7 periods)**-The major fishing grounds of the world-Major marine fishing grounds-Inland fishing grounds-Methods used in fishing-Types of fishes and fishing in the world (2 periods)-Factors influencing the development of fishing | **Knowledge and Understanding:** Identify the major marine and inland fishing grounds and the different methods of catching fish.**Skills:** Clarify the location of major fishing grounds and describe the methods of catching fish **Attitudes and Values:** Understand the methods of fishing and appreciate the importance of catching and eating fish. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
| **19-23/06/2023** |  | **Lesson title 2:**Fishing**(7 periods)**-Importance of fish and fishing-Problems affecting the marine fisheries and the solutions (2 periods)-Problems of inland fisheries and the solutions (2 periods)-Fish conservation and preservation -Case studies (1 period) | **Knowledge and Understanding:** State the importance of fish and fishing and list the problems of fishing in the world.**Skills:** Assess the contribution of fishing to the economic development and explain the problems of fishing and suggest the future prospects **Attitudes and Values:** Appreciate the importance of fishing to the economic development of some countries. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 3:**Fishing-Case studies (3 periods) | **Knowledge and Understanding:** Explain fishing in the selected countries of the world**Skills:** Do research on the fishing in the selected countries of the world**Attitudes and Values:** Show concern to the problems affecting fishing and call for fish conservation measures. | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  | **Lesson title 4:**Summative Evaluation 4 | Key unit competence: T explain the impact of fishing on the sustainable development of different countries of the world | Evaluation procedures(written and oral) |  |  |
|  | Unit 15: **Mining in the world** | **Lesson title 1:**Mining**(3 periods)**-World distribution of the major minerals-Methods used for mining-Factors affecting mineral exploitation | **Knowledge and Understanding:** Identify the distribution of minerals in the world and list the methods used for mining in the world. **Skills:** Locate the major minerals of the world on the map and explain the methods used for mining.**Attitudes and Values:** Appreciate the role played by nature in the distribution of the minerals in different areas of the world. | Group workBrainstormingReflectionDiscussion |  |  |
|  |  | **Lesson title 2:**Mining**(7 periods)**-The effects of mining to the economies of the world (2 periods)-Case study (5 periods) | **Knowledge and Understanding:** Interpret the relief on the maps using shading.**Skills:** Describe the relief on the topographic maps. **Attitudes and Values:** Appreciate the relationship between the distance on the actual and on the topographic | Group workBrainstormingReflectionDiscussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, 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** |
| **25/07/2023-04/08/2023** | **GENERAL AND TECHNICAL SECONDARY NATIONAL EXAMINATION** |