**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 work  Brainstorming  Reflection | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard |  |
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| **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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection | 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 work  Brainstorming  Reflection | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection | 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 work  Brainstorming  Reflection | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  |  |  |  |  |  |
|  |  | **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 work  Brainstorming  Reflection  Discussion | Achievers, Geography for Rwandan schools, Students’ Book, Senior 5, Richard BAREKYE |  |
|  |  |  |  |  |  |  |
| **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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion | 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 work  Brainstorming  Reflection  Discussion |  |  |
|  |  | **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 work  Brainstorming  Reflection  Discussion | 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** | | | | | |