Dennis

SCHEME OF WORK GEOGRAPHY FORM 1 2022

TERM I ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB- TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **3** | 1 | INTRODUCTION TO GEOGRAPHY | Definition of Geography and environment. Branches of Geography. | By the end of the lesson, the learner should be able to: Define the terms Geography and environment.Explain what the study of Geography entails. Identify the branches of Geography. | Brainstorming, Oral questions; Brief discussion. Exposition & discussion on major areas covered inPhysical Geography, Economic Geography & Practical Geography. | student book student book, local environment | KLB BK IPg 1 |  |
|  | 2 | INTRODUCTION TO GEOGRAPHY | Importance of studying Geography. | By the end of the lesson, the learner should be able to: Explain importance of studying Geography. | Detailed discussion on importance of knowledge, skills, positive values and attitudes gained in course of studying Geography. | local environment | KLB BK I Pg 2-3 |  |
|  | 3 | INTRODUCTION TO GEOGRAPHY | Relationship between Geography and other Disciplines. Careers related to Geography. | By the end of the lesson, the learner should be able to: Explain the relationship between Geography and other disciplines.Identify careers related to Geography. | Teacher explains contextual meaning of the term discipline.Oral questions to elicit definitions of history, physics, chemistry, agriculture, economics, etc.Brief discussion on interdependence of disciplines. | Chart: relationship between Geography and other disciplines. Career booklet. | KLB BK I Pg 3-4 |  |
|  |  |  |  |  | Open discussion on careers related to Geography. |  |  |
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| **4** |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 1 | THE EARTH AND THE SOLAR SYSTEM. | Composition of the Solar System. | Give the meaning of solar system.Describe the composition of solar system. | Exposition of facts related to the heavenly bodies, planets and other celestial bodies. | Chart: the solar system & their relative sizes. | KLB BK IPg 7 |
|  | 2 | THE EARTH AND THE SOLAR SYSTEM. | The origin of the solar system.Other heavenly bodies. | By the end of the lesson, the learner should be able to: Explain theories put forward to explain the origin of the earth.List down other heavenly bodies. | Exposition of new concepts;Brief description. Exposition & brief description. | student book | KLB BK I Pg 7-8 |  |
|  | 3 | THE EARTH AND THE SOLAR SYSTEM. | The origin and size of the earth. The shape of the earth. | By the end of the lesson, the learner should be able to: Advance postulates about origin and size of the earth.Give reasons why the interior of the earth is known to be very hot. Outline proofs that the earth is spherical. | Brain storming; Exposition of factual information.Brief discussion & illustrations. | student bookChart: mathematical data for planet earth. | KLB BK I Pg 12-13 |  |
| **5** | MID TERM EXAMS AND BREAK |
| **6** | 1 | THE EARTH AND THE SOLAR SYSTEM. | The rotation of the earth on its axis. | By the end of the lesson, the learner should be able to: Explain effects of rotation of the earth on its axis. | Brainstorming, oral questions and brief discussion on rotational movement of the earth and its effects. | The globe. | KLB BK I Pg 17-18 |  |
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|  | 2 | THE EARTH AND THE SOLAR SYSTEM. | Local time. Time zones and the International Date Line. | By the end of the lesson, the learner should be able to: Calculate local time using longitudes.Calculate the longitude of a place using local time.Explain the importance of the concept time zone.Explain the effects of crossing the International date line on time zones. | Q/A: review the terms local time, GMT and direction of rotation of the earth.Work through examples.Supervised practice. Written assignment. Locate I.D.L. on the globe;Brief discussion with probing questions. | The globe The globe. | KLB BK I Pg 18 |  |
| 3 | THE EARTH AND THE SOLAR SYSTEM. | The revolution of the earth round the sun. | By the end of the lesson, the learner should be able to: Describe effects of revolution of the earth round the sun. | Exposition & detailed discussion on revolutionary movement of the earth. | student book | KLB BK I Pg 19 |  |
| **7** | 1 | THE EARTH AND THE SOLAR SYSTEM. | Eclipses. The structure of the earth. | By the end of the lesson, the learner should be able to: Explain occurrence of eclipses.Differentiate between eclipse of the sun and eclipse of the moon. Describe internal and external structure of the earth. | Probing questions; Drawing illustrative diagrams.Brief discussion. Expository and descriptive approaches. | Charts-Solar eclipse, Annular solar eclipse, Lunar eclipse.Model of the internal earth structure. | KLB BK I Pg 20-21 |  |
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|  | 2 | WEATHER | Definition and elements of weather. Temperature. | By the end of the lesson, the learner should be able to:Define the term weather.List down the elements of weather.Define the term temperature.Outline factors affecting air temperature. | Brain storming; Brief discussion. | student book | Pg 24-25 |  |
| 3 | WEATHER | Humidity & Precipitation. Rainfall. | By the end of the lesson, the learner should be able to: Differentiate between absolute and relative humidity.Outline factors affecting humidity. Identify forms of precipitation.Describe rainfall as a form of precipitation. Outline types of rainfall. | Exposition; Probing questions; Brief discussion. Drawing illustrative diagrams. | local environment student book | KLB BK I Pg 26-27 |  |
| **8** | 1 | WEATHER | Clouds. | By the end of the lesson, the learner should be able to: Identify types of clouds. | Exposition and explanations; Drawing illustrative diagrams. | school enviroment | KLB BK I Pg 31-32 |  |
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|  | 2 | WEATHER | Atmospheric pressure & winds.Weather station. | By the end of the lesson, the learner should be able to: Explain factors influencing atmospheric pressure.Differentiate between anabatic and katabatic winds.Outline factors influencing wind direction.Explain the role of wind as a medium of heat and moisture transfer.List down instruments used in a weather station.Identify factors taken into account when siting a weather station. | Probing questions; Drawing illustrative diagrams of land and sea breezes; Exposition of new concepts;Brief discussion. Q/A: definition of the term weather;Brief discussion on elements of weather; Oral questions & brief discussion;Visit a weather station. | illustrative diagram weather station | KLB BK I Pg 29-30 |  |
| 3 | WEATHER | Measuring temperature. Measuring rainfall. | By the end of the lesson, the learner should be able to: Identify thermometric liquids used in thermometers.Calculate mean daily temperature and diurnal range of temperature given maximum and minimum daily temperatures.Work out calculations related to rainfall.Draw graphs showing distribution of rainfall. | Oral questions. Problem solving. Simple problem solving.Drawing graphs for monthly annual rainfall. | Six?s Maximum & minimum thermometers.Rainfall charts. | KLB BK I Pg 34-36 |  |
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| **9** | 1 | WEATHER | Measuring atmospheric pressure. | By the end of the lesson, the learner should be able to: Identify features of a mercury barometer and the aneroid barometer. | Expository & descriptive approaches, and oral questions. | diagram | KLB BK I Pg 37 |  |
| 2 | WEATHER | Wind direction and intensity.The atmosphere. | By the end of the lesson, the learner should be able to: Identify instruments used to determine wnd direction and intensity. Describe the zones of the atmosphere. | Oral questions; Drawing a wind vane and a wind sock; Brief discussion.Expository & descriptive approaches. | wind vane & wind sock | KLB BK I Pg 39 |  |
| 3 | WEATHER | Weather forecasting. | By the end of the lesson, the learner should be able to: Outline the importance of weather forecasting to humankind. | Q/A & brief discussion. | student book | KLB BK I Pg 41-42 |  |
| **10** | END OF TERM EXAMS |

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