**A SAMPLE SCHEME OF WORK FOR A COMPENTENCY**- **BASED CURRICULUM**

**SCHOOL: ST. MARY’S SENIOR SECONDARY SCHOOL-WAKISO**

**NAME OF TEACHER: OPENDI JOHN CLASS: S.1**

**SUBJECT: GEOGRAPHY TERM: ONE YEAR: 2022**

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| **WEEK** | **PERIODS** | **THEME/TOPIC** | **SUB-TOPIC** | **COMPETENCY** | **LEARNING OUTCOMES** | **LEARNING ACTIVITIES** | **METHODOLOGY** | **TEACHING/LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| 6  (8th -24th February 2022) | 4 | The Earth and its movements | What structure is the earth? | The learner understands the relationship between the Earth and the sun and the effects these have on our lives. | The learner should be able to:   1. understand the relationship between the Earth and the sun and how this affects temperature and seasons**(u)**   2. Draw diagrams to show the relationship between the Earth and the sun’s rays and the causes of temperature variations and use these to show why the Earth can be divided into tropical, temperate and Polar Regions. | In pairs learners observe the globe or ball and;  -identify the position of the poles and the equator  -describe what the earth looks like at the poles and the equator  -describe the shape of the earth | Learner centered method through the following techniques:   * Group work will be used to develop communication, cooperation, good listening skills, * Demonstration of how the Earth moves relative to the sun * Questioning will help in critical thinking skills | -Globe or Ball, Source of light(torch) to show position of the earth  -ICT simulation to reinforce understanding of the shape of the Earth and its movements relative to the sun | -NCDC (2020) Teachers’ guide for senior one, lower secondary school curriculum pg. -NCDC (2020) Geography text book, senior one, lower secondary school curriculum p.51-53  -Royal geography society (2021) what is geography https://www.rgs.org/geography/what-is geography/ accessed 15-1-2022. 5pm |  |
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**LESSON PLAN TEMPLATE FOR COMPETENCY BASED CURRICULUM FOR LOWER SECONDARY**

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| **School:** | ST. MARY’S SECONDARY SCHOOL | **Date:** | 21.1.2022 |
| **Subject:** | GEOGRAPHY | **Time:** | 8:00-8:40 |
| **Teacher:** | MR. OPENDI JOHN | **Duration:** | 40 MINUTES |
| **Class:** | S.1 C | **Number of learners:** | Boys: 27 |
| **Term:** | ONE | Girls:23 |

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| **Theme:** | Introduction to geography |
| **Topic:** | Movement of the earth and major climatic zones of the world |
| **Subtopic** | What structure is the earth? |
| **Competency:** | The learner understands the relationship between the Earth and the sun and the effects these have on our lives. |
| **Learning Outcome(s):** | The learner should be able to:  1.understand the relationship between the Earth and the sun and how this affects temperature and seasons(u)  2. Draw diagrams to show the relationship between the Earth and the sun’s rays and the causes of temperature variations and use these to show why the Earth can be divided into tropical, temperate and Polar Regions. |
| **Generic skill(s):** | Collaboration, Observation and Critical thinking |
| **Value(s):** | Positive attitude towards work, Harmony, Honesty and Respect |
| **Cross cutting issue(s):** | Environmental awareness  Patriotism  Diversity and inclusion |
| **Key Learning Outcome(s):** | Self-assured individuals who relate well with others  Life long learners who can plan, reflect and direct their own learning  Positive contributors to society who have acquired and apply collaborative and critical thinking skills |

**Pre- Requisite Knowledge:**

1. Learners already have knowledge of major planets in the universe

**Learning materials:**

1. -Globe or Ball, and Source of light(torch) to show position of the earth
2. ICT simulation to reinforce understanding of the shape of the Earth and its movements relative to the sun

**References:**

1. NCDC (2020) Teachers’ guide for senior one, Lower secondary school curriculum pg.33  
   NCDC (2020) Geography text book, senior one, Lower secondary school curriculum p.51-53
2. Royal geography society (2021) Structure of the Earth <https://www.rgs.org/geography/earth> structure / accessed 15-1-2022. 5pm

**LESSON PRESENTATION**

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| --- | --- | --- | --- |
| **Time** | **Phase /Step** | **Teacher’s activity** | **Learners’ activity** |
| * **Observation** * **Conversation** * **Product** | * **Discovery** * **Explanatory** * **Analysis** * **Application** |
| **5 minutes** | **Introduction** | Organise learners into pairs  Briefs learners about the activity  Identifies the teaching /learning resources | Join the pairs and select leaders  Take note of the activity from the learner’s guide  Mobilize the resources to use to do the activity |
| **18 minutes** | **Lesson development** | Observe learners as they do the activity and assist them where they get challenge  Observe learners as they demonstrate their models and give a verbal explanation of the processes at work  Ensure that every learner participates in the activity and that each pair comes up with a write-up.  Observe learners’ models and drawn diagrams, and their verbal and written explanations with appropriate vocabulary | In pairs peers do the activity  Using the globe, learners observe and discover the position of the poles and the equator  Learners apply collaboration skills to come up with explanation of how the earth looks like at the poles and the equator |
| **12 minutes** | **Lesson evaluation** | Guide learners in a whole class discussion to share their views. | Through discussion, learners share written work  Analysis of the answers given by each learner in group  Jointly evaluate the answers from each group  Learners present their products to the teacher for appraisal |
| **5 minutes** | **Lesson conclusion** | Teacher corrects the mistakes and clear doubts, if any | Make adjustment in the product for future reference |

**Black Board plan**

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| **Date** | **Teachers’ contributions** | **Topic and content** | **students’** | **new words** |
|  |  |  |  |  |

**TEACHER SELF-ASSESSMENT:**

**Strength:**

**Weakness:**

**Areas of improvement**

**WORK SHEET**

**LESSON QUESTIONS / NOTES**

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**TEACHER’S ACTIVITIES DURING THE LESSON = TRIANGULATION PROCESS**

**OBSERVATION**

**PRODUCT**

**CONVERSATION**

1. Watching learners work,
2. Assess their level of participation, skills, interaction personal innovativeness, coherence in groups/ class, time management, group discipline,
3. Reward of learners in groups
4. Assessment strategy

**ACTIVITY?**

E.g.: maps, tables, graph, models, sheet of work

Then:

1. Record the product
2. Analyze the product,
3. Interpret the product
4. Appraise the product,
5. Help learners compare, analyze, interpret, reflect and consolidate their products
6. Talking to learners
7. Ask questions to see their level of knowledge, understanding, opinion development etc