GRADE 10 GEOGRAPHY SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:……

SCHOOL:…….. YEAR:…….

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	**1.0 Practical Geography**	**1.1 Introduction to Geography**	By the end of the lesson, the learner should be able to explain the meaning of Geography as a discipline.	How does the study of Geography impact peoples' lives?	The learner is guided to brainstorm on the meaning of Geography and share in class.	Curriculum Design (2024) pg 1; Dictionary, Textbooks	Oral Questions	
	2			By the end of the lesson, the learner should be able to analyse the branches of Geography (Physical).		The learner is guided to discuss Physical Geography and its components.	Curriculum Design (2024) pg 1; Charts showing branches	Observation	
	3			By the end of the lesson, the learner should be able to analyse the branches of Geography (Human & Practical).		The learner is guided to discuss Human and Practical Geography and make class presentations.	Curriculum Design (2024) pg 1; Flashcards	Oral Presentation	
	4			By the end of the lesson, the learner should be able to examine the importance of studying Geography.		The learner is guided to use print or digital resources to establish the importance of studying Geography for	Curriculum Design (2024) pg 1; Digital devices	Written Quiz	

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						sustainable development.			
2	1			By the end of the lesson, the learner should be able to explore the relationship between Geography and Mathematics/Science.		The learner is guided to discuss the relationship between Geography, Mathematics, and Sciences.	Curriculum Design (2024) pg 1; Textbooks	Discussion	
	2			By the end of the lesson, the learner should be able to explore the relationship between Geography and History/Arts.		The learner is guided to discuss the relationship between Geography, History, and other Arts disciplines.	Curriculum Design (2024) pg 1; Charts	Observation	
	3			By the end of the lesson, the learner should be able to select possible careers from branches of Geography.		The learner is guided to engage with a resource person or view videos on careers related to Geography.	Curriculum Design (2024) pg 1; Career pamphlets	Project (Career Poster)	
	4			By the end of the lesson, the learner should be able to appreciate the significance of Geography in day-to-day life.		The learner is guided to conduct a digital or library research on the significance of Geography in daily life.	Curriculum Design (2024) pg 2; Library access	Field Report	
3	1		**1.2 Map Reading and**	By the end of the lesson, the learner	How do we read and	The learner is guided to	Curriculum Design (2024) pg	Oral Questions	

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			Interpretation	should be able to identify types of maps.	interpret topographical maps?	brainstorm on the meaning and types of maps and share in class.	3; Atlas, Wall maps		
	2			By the end of the lesson, the learner should be able to illustrate methods of representing relief (Contours/Form lines).		The learner is guided to use print resources to research methods of representing relief and draw sketches of contours.	Curriculum Design (2024) pg 3; Topographical maps	Sketching	
	3			By the end of the lesson, the learner should be able to illustrate methods of representing relief (Trigonometrical stations/Spot heights).		The learner is guided to identify and draw symbols for trigonometrical stations and spot heights.	Curriculum Design (2024) pg 3; Map extracts	Worksheet	
	4			By the end of the lesson, the learner should be able to interpret relief on topographical maps.		The learner is guided to interpret various relief features on a topographical map.	Curriculum Design (2024) pg 3; Topographical maps	Practical Test	
4	1			By the end of the lesson, the learner should be able to interpret drainage on topographical maps.		The learner is guided to identify drainage features and patterns on a map.	Curriculum Design (2024) pg 3; Map extracts	Observation	

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	2			By the end of the lesson, the learner should be able to interpret vegetation on topographical maps.		The learner is guided to identify types of vegetation and their distribution on a map.	Curriculum Design (2024) pg 3; Map extracts	Written Exercise	
	3			By the end of the lesson, the learner should be able to identify economic activities from map evidence.		The learner is guided to use relief, drainage, and vegetation features to infer economic activities.	Curriculum Design (2024) pg 3; Topographical maps	Group Discussion	
	4			By the end of the lesson, the learner should be able to draw sketch sections (Cross-sections).		The learner is guided to draw sketch sections from topographical maps to interpret relief.	Curriculum Design (2024) pg 3; Graph paper, Ruler	Practical	
5	1			By the end of the lesson, the learner should be able to calculate vertical exaggeration and gradient.		The learner is guided to calculate gradient and vertical exaggeration on the drawn cross-section.	Curriculum Design (2024) pg 3; Calculator	Calculation	
	2			By the end of the lesson, the learner should be able to determine intervisibility between points on a map.		The learner is guided to determine if two points on a map are intervisible using the cross-section method.	Curriculum Design (2024) pg 3; Topographical maps	Practical	

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	3			By the end of the lesson, the learner should be able to enlarge or reduce maps.		The learner is guided to practise enlarging and reducing map sections (Note: Skill reinforcement).	Curriculum Design (2024) pg 3; Plain paper	Assignment	
	4			By the end of the lesson, the learner should be able to appreciate the use of map reading skills for national development.		The learner is guided to discuss how map reading assists in planning and development.	Curriculum Design (2024) pg 3; Case studies	Oral Presentation	
6	1		**1.3 Statistical Methods**	By the end of the lesson, the learner should be able to analyse the importance of statistics in Geography.	How do we use statistics in day-to-day life?	The learner is guided to brainstorm on the importance of statistics in Geography.	Curriculum Design (2024) pg 5; Data charts	Oral Questions	
	2			By the end of the lesson, the learner should be able to explore the limitations of statistics.		The learner is guided to conduct library research on the limitations of using statistics in Geography.	Curriculum Design (2024) pg 5; Textbooks	Notes review	
	3			By the end of the lesson, the learner should be able to examine methods of data collection (Primary).		The learner is guided to role play methods like observation and interviewing.	Curriculum Design (2024) pg 5; Questionnaires	Role Play	

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	4			By the end of the lesson, the learner should be able to examine methods of data collection (Secondary).		The learner is guided to discuss sources of secondary data (census reports, books).	Curriculum Design (2024) pg 5; Reports	Discussion	
7	1			By the end of the lesson, the learner should be able to analyse data using measures of central tendency.		The learner is guided to calculate mean, median, and mode from geographical data.	Curriculum Design (2024) pg 5; Calculators, Data sets	Calculation	
	2			By the end of the lesson, the learner should be able to present data using simple bar graphs.		The learner is guided to draw simple bar graphs from provided data.	Curriculum Design (2024) pg 5; Graph paper	Practical	
	3			By the end of the lesson, the learner should be able to present data using comparative/group bar graphs.		The learner is guided to draw comparative bar graphs to present statistical data.	Curriculum Design (2024) pg 5; Graph paper	Practical	
	4			By the end of the lesson, the learner should be able to present data using combined bar and line graphs.		The learner is guided to draw combined bar and line graphs (e.g., climographs).	Curriculum Design (2024) pg 5; Climate data	Practical	
8	**MID-TERM**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM**
9	1			By the end of the lesson, the learner should be able to		The learner is guided to interpret data	Curriculum Design (2024) pg 5; Prepared graphs	Written analysis	

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				interpret statistical graphs.		presented in various graphs and charts.			
	2			By the end of the lesson, the learner should be able to plan a statistical research project.		The learner is guided to select a geographical topic within the school for research.	Curriculum Design (2024) pg 5; Notebooks	Project Plan	
	3			By the end of the lesson, the learner should be able to collect data for the research project.		The learner is guided to carry out research within the school (Fieldwork).	Curriculum Design (2024) pg 5; Data collection tools	Observation	
	4			By the end of the lesson, the learner should be able to analyse and present research findings.		The learner is guided to analyse collected data and prepare a report/presentation.	Curriculum Design (2024) pg 5; Computer/Stationery	Report	
10	1		**1.4 Geographic Information Systems (GIS)**	By the end of the lesson, the learner should be able to explain GIS, GPS, and RS.	How is geospatial technology useful to humans?	The learner is guided to brainstorm on GIS, GPS, and Remote Sensing as geospatial technologies.	Curriculum Design (2024) pg 7; Digital devices	Oral Questions	
	2			By the end of the lesson, the learner should be able to describe the components of GIS.		The learner is guided to discuss components: data, software, hardware, users, and methods.	Curriculum Design (2024) pg 7; Chart	Written Quiz	
	3			By the end of the lesson, the learner should be able to		The learner is guided to use digital resources	Curriculum Design (2024) pg 7; Internet	Discussion	

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				examine the importance of GIS in Geography.		to research the importance of GIS.			
	4			By the end of the lesson, the learner should be able to convert geographic coordinates.		The learner is guided to convert coordinates from decimal degrees to degrees, minutes, and seconds.	Curriculum Design (2024) pg 7; GPS device/App	Calculation	
11	1			By the end of the lesson, the learner should be able to apply GIS in locating features.		The learner is guided to use digital resources (e.g., Google Earth) to locate points on the earth's surface.	Curriculum Design (2024) pg 7; Computers/Tablets	Practical	
	2			By the end of the lesson, the learner should be able to apply GIS in geo-referencing.		The learner is guided to identify key features in the locality using GIS tools.	Curriculum Design (2024) pg 7; Maps/Digital tools	Observation	
	3			By the end of the lesson, the learner should be able to create a poster on GIS.		The learner is guided to create posters on the importance of GIS in geographical studies.	Curriculum Design (2024) pg 7; Manila paper	Project	
	4			By the end of the lesson, the learner should be able to appreciate the importance of GIS.		The learner is guided to discuss the application of GIS in day-to-day life.	Curriculum Design (2024) pg 7; Case studies	Oral presentation	

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12	**ALL**	**END TERM**	**ASSESSMENT**	**END TERM ONE ASSESSMENT**		**END TERM ONE ASSESSMENT**		**EXAMS**	**ASSESSMENT**