

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

Draft

**GEOGRAPHY SYLLABUS FOR ORDINARY SECONDARY EDUCATION
FORM I-IV
2023**

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Abbreviations and Acronyms

| | |
|-------|---|
| ISBN | International Standard Book Number |
| MoEST | Ministry of Education, Science and Technology |
| NECTA | National Examinations Council of Tanzania |
| TIE | Tanzania Institute of Education |
| TSL | Tanzanian Sign Language |

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1.0 Introduction

Geography is a compulsory subject for Form I-IV students in the General Education pathway who choose to join the Social Sciences stream. It is also an elective subject to students on other streams. The purpose of learning Geography is to enable students develop knowledge and skills of structure of the earth and earth systems, major features of the earth surface and the relationship between relief, climate and natural vegetation. The subject also incorporates the techniques of map and photograph interpretation as well as the basic techniques in land surveying. Further, studying Geography subject enable students to comprehend the relationship between geography, human settlement, economic activities and environmental health. It also serves as a bridge to enable learners to appreciate their culture, understand different and diverse cultures and societies so as to enable them to relate well with people nationally and internationally.

The Geography syllabus is designed to guide the teaching and learning of Geography for Ordinary Secondary Education Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teacher to plan his or her teaching process effectively. It also provides teaching and learning opportunities that help the teacher to apply different methods and strategies in guiding students to perform various activities that lead to meaningful learning. Thus, in order to implement effectively this syllabus, the teacher should attentively read and understand its requirements.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education (General-Education) are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;

- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to upper secondary and tertiary education.

4.0 General Competences for Ordinary Secondary Education

The general competences that will be developed by a student of Ordinary Secondary Education are to:

- (a) Use the knowledge and skills developed in the Primary Education stage to strengthen and expand academic understanding;
- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge;
- (d) Use language skills including Tanzania Sign Language (TSL), sign language, Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable them to be self-employed, employed and manage life and environment.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: Main and Specific Competences for Form I-IV

| Main competences | Specific competences |
|---|---|
| 1.0 Demonstrate mastery of the structure of the Earth | 1.1 Demonstrate an understanding of the origin and the structure of the Earth and earth systems 1.2 Demonstrate an understanding of the major features of the Earth surface 1.3 Demonstrate an understanding of the relationship between relief, climate and natural vegetation |
| 2.0 Demonstrate mastery of basic skills and techniques in Geography | 2.1 Demonstrate an understanding of the basic techniques of map and photograph interpretation 2.2 Demonstrate an understanding of the basic techniques in land surveying |
| 3.0 Demonstrate mastery of human geography | 3.1 Demonstrate an understanding of the relationship between geography, human settlement, economic activities and environmental health 3.2 Carry out a project in Geography |

6.0 Roles of Teacher, Student and Parent/Guardian in Teaching and Learning

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning process of Geography.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Geography;

- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) develop the competences needed in the 21st century; and
 - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Other tools include tests, classroom presentation, mid-term, term and annual examinations.
- (h) Treat all the students equally irrespective of their differences;
- (i) Protect the student while at school;
- (j) Keep track of the student's daily progress;
- (k) Identify individual student's needs and provide the right intervention;
- (l) Involve parents/guardians and the society at large in the student's learning process; and
- (m) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The Student

The student is expected to:

- (a) Develop intended competences by participating on various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, supplementary books and other publications in online libraries.

6.3 The Parent/Guardian

The parent/guardian is expected to:

- (a) Monitor their child's academic progress in school;
- (b) Where possible, provide child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

7.0 Suggested Teaching and Learning Methodologies

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. .

8.0 Teaching and Learning Resources/Materials

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment of the Learning Process

Assessment is important in teaching and learning of Geography subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions

on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student’s achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student’s final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

| Assessment Measures | Weight(%) |
|---------------------------------|-------------|
| Standard VI National Assessment | 7.5 |
| Form II National Assessment | 7.5 |
| Form III Annual Examination | 5 |
| Project | 5 |
| Form IV Mock Examination | 5 |
| Form IV National Examination | 70 |
| Total | 100% |

10.0 Number of periods

The Geography Syllabus for Ordinary Level Secondary Education provides estimates of the time that will be spent in learning and teaching processes, in consideration of the complexity of the specific competencies and the learning activities that the student is required to do. Three (3) periods of 40 minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competence, specific competence, learning activities, suggested methods, assessment criteria, resources, and number of periods as presented in Table 3, 4, 5 and 6.

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Form One

Table 3: Detailed Contents for Form One

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|---|---|--|---|---|--|-------------------|
| 1.0 Demonstrate mastery of the structure of the Earth | 1.1 Demonstrate an understanding of the origin and the structure of the Earth and Earth systems | (a) Explain the concept and scope of Geography (<i>branches, importance and relationship with other disciplines</i>) | <p>Brainstorming: In manageable groups students brainstorm on the meaning, branches and importance of Geography, and relationship between Geography and other disciplines</p> <p>Field Observation: Guide students to observe landforms, vegetations and human activities to support the concept of geography and summarise their importance in relationship to other disciplines</p> | Basic concepts of Geography are clearly explained | Relevant books, charts, and ICT simulation tools on the concept of Geography | 9 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|---|---|----------------------------------|--|-------------------|
| | | (b) Describe the Earth (<i>origin, shape, size, position and movements of the earth in the solar system, and parallels and meridians</i>) | <p>Brainstorming: Guide students to brainstorm and present about the origin, shape, size, position and movements of the earth in the solar system, and parallels and meridians</p> <p>Field Observation: Guide students to observe the Earth's surface and identify some of the components of the solar system</p> <p>Project work: Group students to design a model on the components of the solar system (<i>size, shape, distance, position</i>), and then present in class</p> | The Earth is described correctly | Relevant books, globe, picture of solar system, relevant ICT simulation tools and models on the planet earth | 80 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|---|---|--|---|---|-------------------|
| | 1.2 Demonstrate an understanding of the major features of the Earth surface | (a) Describe major features of the Earth's surface (<i>continents, oceans, major relief features, large inland water bodies and vegetation zones</i>) | <p>Questions & Answers: Guide students to mention landforms available in their surroundings</p> <p>Field observation: Guide students to visit the nearby landforms, vegetation and water bodies available in their communities to examine the formation, distribution and their importance to the communities</p> <p>Group Discussion: Guide students to discuss the size and distribution of continents, then present in the class</p> | The major features of the Earth are correctly described | Environment, relevant books, relief maps, globe/models, and relevant ICT simulation tools | 76 |

Form Two

Table 4: *Detailed Contents for Form Two*

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|---|---|--|---|--|--|-------------------|
| 1.0 Demonstrate mastery of the structure of the Earth | 1.1 Demonstrate an understanding of the origin and the structure of the Earth and earth systems | (a) Describe the internal structure of the Earth (<i>crust, mantle, core</i>) and their major characteristics (<i>location, size/thickness, density and gross composition</i>) | Brainstorming: Guide students to brainstorm on the internal structure of the Earth Group work: Assign students to design models and drawings to characterise the internal structure of the Earth | The internal structure of the Earth is correctly described | Relevant books, globe/models, environment, and flash with content on internal structure of the earth | 27 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|---|---|--|--|-------------------|
| | | (b) Describe the main external Earth systems (<i>Hydrosphere, Atmosphere and Biosphere</i>) | <p>Questions & Answers: Guide students to explain the main external earth systems</p> <p>Field observation: Guide students to observe and discuss the hydrosphere, atmosphere and biosphere with cases from their communities</p> <p>Independent library study: Organise students to examine the main external earth systems</p> | The external structure of the Earth is correctly described | Relevant books, globe/models, environment, and relevant ICT tools, flash with content on external structure of the earth (atmosphere, hydrosphere, biosphere and cryosphere) | 24 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|---|---|--|---|--|---|-------------------|
| 2.0 Demonstrate mastery of basic skills and techniques in Geography | 2.1 Demonstrate an understanding of the basic techniques of map and photograph interpretation | <p>(a) Describe the basic principles of reading and interpreting maps (<i>key, symbols, direction, margin/frame, map title, scale and contour patterns</i>)</p> <p>(b) Reading and interpreting various type of maps and their importance (<i>topographical and statistical map</i>)</p> | <p>Brainstorming: Guide students to brainstorm the basic principles of reading and interpreting maps</p> <p>Group Discussion Guide students to discuss basic principles of reading and interpreting maps</p> <p>Case Study Guide students to interpret and analyse various types of maps and their importance to the community</p> | The basic principles of reading and interpretation of maps are clearly explained | Maps, relevant books, and relevant ICT simulation tools | 32 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|--|---|--|--|-------------------|
| | | (b) Describe the basic concept of photograph in Geography (<i>meaning, types, elements and uses</i>) | <p>Brainstorming: Guide students to brainstorm the meaning, types, elements and importance of photographs in Geography</p> <p>Group Discussion Guide students to discuss the basic uses of photographs in Geography</p> <p>Guest Speaker Invite resourceful persons (e.g., cartographer, photographer, camera man/woman) to share their experiences on uses of photographs</p> | The concept of photograph and its contents are clearly explained | Relevant books and photographs (<i>ground, vertical and oblique</i>), <i>magazine/newspapers, camera, and relevant ICT tools</i>) | 27 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|---|---|---|---|-------------------|
| | | (c) Describe the basic principles of photograph interpretation (<i>identifying foreground, middle ground and background, associating objects with geographical phenomena</i>) | <p>Question & Answers: Guide students to discuss basic principles of photograph interpretation</p> <p>Group Discussion Guide students to identify different parts of photographs, interpret them and make association with geographical phenomena</p> <p>Case Study Guide students to use photographs to interpret different cases of geographical phenomena</p> | The basic principles of interpretation of photography are clearly described | Relevant books on photographs, photographs (<i>ground, vertical and oblique</i>), magazine/newspapers, and relevant ICT tools | 26 |

Form Three

Table 5: Detailed Contents for Form Three

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|---|---|---|--|---|--|-------------------|
| 1.0 Demonstrate mastery of the structure of the Earth | 1.1 Demonstrate an understanding of the relationship between relief, climate and natural vegetation | (a) Describe the major climatic regions of the world (<i>tropical, temperate, polar and sub-tropical</i>) | <p>Brainstorming: Guide students to brainstorm on major world climatic regions</p> <p>Group Discussion: Guide students to characterise the major world climatic regions</p> <p>Field visit: Guide students to observe local climate characteristics and associate them with the world climatic regions</p> <p>Graphical and Maps presentation: Guide students to draw graphs and maps to characterise major world climatic regions</p> | The major climatic regions of the World are categorised or classified clearly | Map, graphs, photographs, globe, variety of living organisms, and online materials on the major climatic regions of the world. | 25 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|--|--|--|--|-------------------|
| | | (b) Describe the relationship between major features of the Earth's surface, climate, and natural vegetation | <p>Question & Answers: Guide students to describe the relationship between major features of the Earth's surface, climate and natural vegetation</p> <p>Case study: Guide students to justify the relationship between major features of the Earth's surface, climate and natural vegetation</p> | The relationship between major features of the Earth's surface, climate and natural vegetation are correctly described | Maps, photographs, globe and online materials on the relationship between major features of the earth's surface, climate and natural vegetations | 24 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|---|--|---|--|--|--|-------------------|
| 2.0 Demonstrate mastery of basic skills and techniques in Geography | 2.1 Demonstrate an understanding of the basic techniques in land surveying | (a) Explore the basic tenets of surveying (<i>meaning, types, equipment, methods, and importance</i>) | <p>Group Discussion: Guide students to explain the basic concepts of surveying</p> <p>Brainstorming: Guide students to brainstorm on methods and importance of surveying</p> <p>Guest speaker: Invite resourceful persons from surveying institutions/ companies to share experiences on surveying activities</p> | The basic tenets of surveying are correctly explored | Relevant books on land surveying, tape measure/chain, Arrows, plumb bob, cross-staff ranging poles, pegs, notebook, pencil/pen, and relevant ICT tools | 28 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|---|--|--|--|-------------------|
| | | (b) Carry out simple tape/chain surveying | <p>Project work: Guide students to carry out simple surveying activities around the schools and their local communities</p> <p>Guest speaker: Invite resourceful persons from surveying institutions/ companies to share experiences and conduct simple surveying activities</p> <p>Group Discussion Guide students to discuss and apply the findings from surveying on socio-economic and environmental activities</p> | The simple tape/chain surveying is correctly carried out | Relevant books on land surveying, tape measure/chain, Arrows, plumb bob, cross-staff ranging poles, pegs, notebook, pencil/pen, and relevant ICT tools | 14 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|--|--------------------------------------|--|---|--|---|-------------------|
| 3.0 Demonstrate mastery of human geography | 3.1 Carry out a project in Geography | (a) Develop and carry out a simple research project in Geography | <p>Project work: Guide students in groups to prepare a good research title for the project</p> <p>Field work: Guide students to conduct a simple research project in the field on geographical research titles of their choice.</p> | <p>The research title of each group is correctly prepared</p> <p>A simple research project is effectively conducted in the field by each group</p> | Environment, institutions, note books, pen, pencil, key informants, camera/smart-phones, and relevant ICT tools | 14 |

Form Four

Table 6: Detailed Contents for Form Four

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|--|---|---|--|---|---|-------------------|
| 1.0 Demonstrate mastery of human geography | 1.1 Demonstrate an understanding of the relationship between geography, environmental health, human settlements and economic activities | (a) Describe the geographical factors that influence the spatial distribution of population, human settlements and economic activities (<i>climate, soil, relief, vegetation, transport and water supply</i>) | <p>Field observation: Guide students to observe and discuss on the types and characteristics of human settlements and settlement patterns from the surrounding communities</p> <p>Brainstorming: Guide students to brainstorm the factors influencing population distribution and human settlements</p> <p>Case studies: Guide students to apply different cases of human settlements and link them with geographical factors</p> | The geographical factors that influence the spatial distribution of population, human settlements and economic activities are clearly described | Relevant books on human settlement, population distribution, National census reports, data from birth and death rate, and migration | 72 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|----------------------|--|---|---|--|-------------------|
| | | (b) Examine the impacts of population distribution on economic activities and the environment <i>(land use and settlement patterns changes)</i> | <p>Brainstorming: Guide students to brainstorm about the impacts of population distribution on economic activities and the environment</p> <p>Group Discussion: Guide students to discuss and present in class on the impacts of population distribution on sustainability of the environment</p> <p>Field observation: Guide students to observe and summarise the relationship between population distribution and environmental change (land use change, change in settlement patterns etc)</p> <p>Case studies: Guide students to apply different cases from local communities to show the relationship between population distribution and the environment</p> | The impacts of population distribution on economic activities and the environment are clearly explained | Relevant books on human settlement, population, photographs on human settlement patterns environment | 54 |

| Main competences | Specific competences | Learning activities | Suggested Teaching and Learning methods | Assessment criteria | Suggested resources | Number of Periods |
|------------------|--------------------------------------|---|--|--|---|-------------------|
| | 1.2 Carry out a project in Geography | (a) Complete and submit a report of the project started in Form Three | <p>Project work: Guide students to write a report for the project started in Form Three</p> <p>Role Play Organise students to practice report presentations on geographical research</p> <p>Group Presentation: Organise students to present and submit a report for assessment</p> | The assessment of the project started in Form Three is completed and submitted on time | Relevant books on geographical research, research reports, and relevant ICT tools | 10 |

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