

# THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

# MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

# **GEOGRAPHY SYLLABUS**

FOR PRIMARY SCHOOLS
STANDARD V-VI
2009

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PREPARED BY:

DEPARTMENT OF CURRICULUM AND EXAMINATIONS.

P.O.BOX 3070

ZANZIBAR.

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#### **INTRODUCTION**

This is the syllabus for the new subject of Geography which will be taught in Standard V and VI. In this introduction explanations are given on the background to the improvement of the primary education curriculum and the importance of this subject. This is followed by lists of goals of education in Zanzibar and the objectives of primary education. There are also lists of general competences and objectives of the subject followed by explanations on selection and sequencing of topics and sub-topics. Finally, there are explanations on the components of the teaching/learning tables.

## Reasons for the Development of the New Primary Education Curriculum

In 2008/09 the Revolutionary Government of Zanzibar undertook the revision, condensation and improvement of the 1998 curriculum for primary education. Its goal was to make the curriculum conform with the focus of the Zanzibar Education Policy (2006). The policy seeks to improve, among other shortcomings, the unsatisfactory structure, quality and relevance of primary education. It also declares, that early childhood education shall be part of basic education, the primary education cycle shall be of six (6) instead of seven (7) years and that English shall be used as a medium of instruction for some subjects at primary V and VI. Other reasons for the improvement of the curriculum were:

- Response to global trends regarding social, scientific and technological changes/advancements.
- Government response to public pressure for expanding access to primary education and promoting the quality of education.
- Response to the findings of the 2008 Needs Assessment Survey for Primary Curriculum Review.

This survey pointed out the following shortcoming in the 1998 primary curriculum:

- It had failed to promote communication skills and creative thinking.
- It placed inadequate focus on the needs of the disadvantaged learners/pupils, cross-cutting issues, life-skills and globalization.
- It was based on teacher-centred approaches (instead of learner-centred ones). Fourthly, it overused theoretical teaching/learning(instead of applying interactive or participatory techniques).
- Minimal assignments were given to promote English usage and teaching/learning of English language.

For those reasons, it was resolved that the subject of Sayansi Jamii (in the 1998 curriculum) be split into three new subjects of Geography, Historia and Uraia. Similarly, it was resolved that competence- based education be provided to enable learners develop basic skills and attitudes valued by the society. It was also resolved that primary education content be linked carefully with both preprimary and secondary education content. This caution aimed at avoiding repetition or duplication of subject content.

## Importance of Geography Subject in the Curriculum

Geography is taught/learnt in order to equip pupils with competences for protecting the environment, conserving and using it sustainably in cooperation with other people. Furthermore, competences in Geography enable pupils to describe, analyse and locate places on earth. Moreover, geographical knowledge enables the pupils to explain the distribution of various resources and how these influence peoples' activities.

In the process of teaching/learning Geography the pupils get knowledge, develop positive attitudes and skill of inquiry, critical thinking and decision making. Therefore, it prepares them to cope with the demands of modern society.

This syllabus is intended to guide the teacher in teaching this new subject. It is expected to give the pupils the opportunity to study the physical, human and economic aspects of Zanzibar's geography. This will be enriched by doing comparative studies from other parts of East Africa, the rest of Africa and the world.

#### Goals of Education in Zanzibar

The overall goals of education are:

- 1. To promote and sustain cultural values, attitudes, customs of the peoples of Zanzibar/Tanzania to enhance unity and cultural identity.
- 2. To promote the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and quality life improvement of the society.
- 3. To enable every citizen to understand and respect the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
- 4. To promote and enable rational use, management and conservation of the environment.
- 5. To instill love and respect for work, self and wage employment, self work discipline and best performance.
- 6. To inculcate principles and practices of tolerance, peace, love, justice, understanding, Human Rights and fundamental freedoms, national unity and international cooperation as enshrined in the international basic charters.

## **General Objectives of Primary Education**

The general objectives of primary education in Zanzibar are as follows:

- 1. To enable all children of school going age develop and sustain strong foundations of skills in reading, writing, counting, creativity and communication in Kiswahili, English and other foreign languages.
- 2. To enable learners understand the application of science and technology and recognize its contribution to national and international development.
- 3. To lay, develop and sustain in learners strong foundations of thinking skills and inquisitiveness in order to understand their environment and social relationships.
- 4. To enable the learners understand how past events influence present events as well as future ones.
- 5. To discover learner's talents from their early age in order to sustain and develop them.
- 6. To lay strong foundations of skills of observation, thinking and co-operation in solving problems which hinder their personal development and the development of their society.
- 7. To prepare learners for joining secondary education.
- 8. To enable the learners develop mental abilities and interest in continuous search for knowledge.
- 9. To familiarize learners with productive vocational activities and promote their readiness for fulfillment of their social responsibilities.
- 10. To enable learners recognize and uphold national unity as well as the cooperation between their nation and other nations and people.
- 11. To enable the learners develop acceptable moral, cultural and ideological values in order to promote patriotism and enable them to understand their country's historical, political and social situation.

- 12. To develop and sustain learners' self discipline, observance of gender equality and maintenance of personal and other peoples' health.
- 13. To enable the learners develop habits of smartness, cleanliness and proper use of their leisure time.
- 14. To promote learners' love for their environment and interest in environmental conservation.

#### **General Competences in Geography**

This improved Geography curriculum is competence-based. Therefore, after studying Geography up to Standard VI the pupils shall demonstrate ability to:

- 1. Identify and apply geographical skills in their daily life.
- 2. Identify and explain the components of the solar system and their influence on human lives.
- 3. Relate the human activities of the Zanzibaris with the climate and natural vegetation of their country.
- 4. Identify the major economic activities in East Africa and explain their impact on environment.
- 5. Identify and discuss population dynamics and their effects.
- 6. Identify and explain the types and distribution of natural resources in Africa.
- 7. Apply skills for searching geographical knowledge and skills from libraries and other ICT facilities.

#### **General Objectives of Geography**

Geography is taught/learnt in primary schools in order to enable the pupils to:

- 1. Understand basic geographical skills and their application.
- 2. Acquire knowledge about the solar system and the effects of its movements on human lives.

- 3. Understand the relationship between climate, weather, natural vegetation and the economic activities of the Zanzibaris and its explanation.
- 4. Understand the environmental effects of East African economic activities and their explanation.
- 5. Understand the environmental effects of population dynamics in Zanzibar and Tanzania Mainland and their explanation.
- 6. Understand the types, location and advantages of major natural resources of Africa.
- 7. Develop habits of applying library and ICT skills to acquire geographical knowledge and skills.

## **Selection of Topics**

The selected topics and their corresponding sub-topics aim at equipping the pupils with the knowledge, skills and attitudes given in the lists of class level competences and objectives. They are developed from basic Geography concepts to more complex ones in accordance with the mental growth of the pupils. Included are sub-topics on cross-cutting issues such as the environment. Some of the topics/sub-topics are arranged spirally, from simple ones to complex ones. The selected main topics, their sequency and distribution of related sub-topics are shown in the table below:-

		DISTRIBUTION		
S/NO.	MAIN TOPICS	STANDARD V	STANDARD VI	
1.	Maps.	V	V	
2.	The Solar System.	V	-	
3.	Continents and the Oceans.	-	V	
4.	Weather and Climate.	V	V	

5.	The Geography of Zanzibar.	V	-
6.	Population and Environment.	V	V
7.	Economic Activities in East Africa.	V	V
8.	Natural Resources in Africa	V	V

## Structure of the Syllabus

This syllabus consists of two main sections: the Preliminary Matters and the Teaching/Learning Tables.

### **Preliminary matters**

The preliminary matters include the cover page, title page, copyright page and the table of contents. These are followed by an introduction which gives brief explanations on the background to the improved curriculum (2009), importance of Geography; Goals of Education in Zanzibar; Objectives of Primary Education; general competences in Geography, general objectives of Geography and content selection.

# **Teaching and Learning Tables**

The section with teaching and learning tables is confined to the teaching and learning process. It is sub-divided into two parts for Standard V and VI. The sub-section for each class is preceded by a list of general competences that the pupils are expected to demonstrate. This is followed by a list of general objectives for teaching/learning Geography in the given class. There then follows a table with six columns with the following headings: topics/sub-topics, specific objectives, teaching/learning techniques, materials/aids, assessment and periods. The following are explanations for the contents of each column.

## Topic/Sub-Topics

The topics reflect the subject content to be taught/learnt. Under each topic follow its sub-topics which show the scope of the topic's coverage.

### Specific Objectives

These are statements concerning the knowledge, skills and attitudes that pupils should acquire following specified sessions of teaching/learning a given sub-topic. The specific objectives suggest the scope of the content to be taught/learnt at each level. They also guide the teacher in the development of lesson objectives as well as in the teaching/learning process. Specific objectives focus each individual pupil. Therefore, sign language and hearing aids shall be applied for pupils with hearing impairment. Tactile materials, materials in Braille notation as well as Braille machines shall be applied for pupils with visual impairment. As for the teaching/learning processes for other categories of learners with special needs, teachers shall follow current policies, procedures and apply appropriate techniques and materials/aids.

# Teaching/Learning Techniques

These are some of the recommendable teaching/learning techniques to apply in teaching/learning given topics. Participatory techniques have been proposed since they enable pupils to learn actively or interactively and construct meaning of the what they learnt. However, the list given is not exhaustive. Teachers are encouraged to apply other participatory techniques suiting their pupils and environment.

#### Materials/Aids

These are suggested teaching materials/aids for given topics/sub-topics. Textbooks and teacher's guides are among the essential textual materials to be applied during the teaching/learning process. The teacher is encouraged to apply other suitable resources at his/her disposal. Teachers are advised to improvise and/or make materials/aids for effective teaching/learning of the subject. Furthermore, pupils should be encouraged to improvise, design and make teaching/learning aids using inexpensive raw materials available in their environment.

#### Assessment

In this column are given suggestions about assessment of pupils' achievement of the teaching/learning objectives. Assessment should be done on all instructional objectives. Varieties of ways of assessment should be applied and given everyday we teach, weekly, monthly, at the end of the term and at the end of the academic year.

#### **Periods**

This column shows the estimated number of periods for teaching a given topic. They are calculated on the basis of the number of days in the academic year (224), divided by the number of days per week and multiplied by the number of periods per week.

The total number of periods is further divided by the number of sub-topics in the syllabus to get the average number of periods per sub-topic. However, the teacher may make adjustments to the estimated number of periods for each topic depending on the needs of a given class. Geography is allocated three (3) periods per week. From Monday to Thursday, during the morning shift, the duration of a period shall be 40 minutes. It will be 35 minutes in the afternoon shift. On Fridays, the duration of each period shall be 35 minutes only.

The allocated time should be utilized fully. Lost instructional time should be compensated through the school's local arrangements.

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#### STANDARD FIVE

#### **COMPETENCES**

At the end of Standard V the pupils shall demonstrate the ability to:

- 1. Read, draw and label simple maps according to scale.
- 2. Discuss the arrangement and movement of the solar system and their effects on earth climate and vegetation.
- 3. Relate the economic activities of the Zanzibar with the climate, natural vegetation and geographical features of the country.
- **4.** Identify the economic activities of Zanzibar and Tanzania Mainland and explain how they affect the environment.
- **5.** Explain the distribution of population in Zanzibar and Tanzania Mainland.
- **6.** Identify and explain types of renewable and non-renewable resources and their sustainable usage.
- 7. Acquire and apply library and ICT skills in order to acquire geographical knowledge and skills.

#### **OBJECTIVES**

The objectives of teaching Geography in Standards V are to enable the pupils to:

- 1. Acquire knowledge and skills of reading, labeling and drawing simple maps.
- 2. Acquire skills of drawing the arrangement of the solar system and explaining its movements.
- 3. Understand the explanation of earth movement and their effects.
- 4. Acquire knowledge of explaining the relationship between the economic activities of Zanzibar and its climate and natural vegetation.
- 5. Understand the effects of East African economic activities on the environment.
- 6. Understand the concepts of population and environment and the explanation of population distribution in Tanzania.
- 7. Understand the concepts of renewable and non-renewable resources and justification for their sustainable usage.
- 8. Acquire skills of using library and other ICT facilities in order to attain geographical knowledge and skills.

SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
The pupil should be	1. By using the short lecture technique	1. Simple	Can the pupil explain	1
able to explain the	the teacher to guide the pupils to	topographical	the meaning of a	
meaning of a map.	explain the meaning of a map.	maps.	map?	
	2. By using the group discussion	2. Statistical maps.		
	technique the teacher to guide the	3. Tactile maps.		
	pupils to discuss the meaning of a			
	map.			
The pupil should be	By using the observation technique the	1. Simple	Can the pupil	3
able to:	teacher to lead the pupils to observe	topographical maps.	mention types of	
(i) Mention types of	different types of maps and mention the	2. Statistical maps.	maps?	
maps.	types of maps.	3. Tactile maps.		
ii) Differentiate the	By using the group discussion technique	1. Simple topographical	Can the pupil	
types of maps.	the teacher to guide the pupils to	maps.	differentiate the types	
	differentiate the types of maps.	2. Statistical map.	of maps?	
		3. Tactile maps.		
The pupils should be	1. By using the short lecture technique	1. Topographical maps.	Can the pupil explain	3
able to:	the teacher to guide the pupils to	2. Texts on maps work.	the meaning of scale?	
i) Explain the	explain the meaning of scale.	3. Tactile maps.		
meaning of scale.	2. By using the brainstorming technique			
	the teacher to guide the pupils to			
	explain the meaning of scale.			
	The pupil should be able to explain the meaning of a map.  The pupil should be able to: (i) Mention types of maps.  ii) Differentiate the types of maps.  The pupils should be able to: i) Explain the	The pupil should be able to explain the meaning of a map.  The pupil should be able to explain the meaning of a map.  2. By using the group discussion technique the teacher to guide the pupils to discuss the meaning of a map.  The pupil should be able to:  (i) Mention types of maps.  ii) Differentiate the types of maps.  by using the observation technique the teacher to lead the pupils to observe different types of maps.  iii) Differentiate the types of maps.  By using the observation technique the teacher to lead the pupils to observe different types of maps and mention the types of maps.  By using the group discussion technique the teacher to guide the pupils to differentiate the types of maps.  The pupils should be able to:  i) Explain the explain the meaning of scale.  2. By using the brainstorming technique the teacher to guide the pupils to explain the meaning of scale.	The pupil should be able to explain the meaning of a map.  2. By using the group discussion technique the pupils to different types of maps.  1. Simple topographical maps.  2. By using the group discussion technique the teacher to guide the pupils to observe different types of maps.  2. Statistical maps.  3. Tactile maps.  1. Simple topographical maps.  2. Statistical maps.  3. Tactile maps.  3. Tactile maps.  4. Simple topographical maps.  5. Statistical maps.  6. Statistical maps.  7. Simple topographical maps.  8. Statistical maps.  8. Statistical maps.  8. Statistical maps.  9. Statistical maps.  10. Simple topographical maps.  11. Simple topographical maps.  12. Statistical maps.  13. Tactile maps.  14. Simple topographical maps.  15. Simple topographical maps.  16. Simple topographical maps.  17. Simple topographical maps.  18. Simple topographical maps.  19. Statistical maps.  10. Simple topographical maps.  11. Simple topographical maps.  12. Statistical maps.  13. Tactile maps.  14. Simple topographical maps.  15. Simple topographical maps.  16. Simple topographical maps.  17. Simple topographical maps.  18. Simple topographical maps.  19. Statistical maps.  20. Statistical maps.  21. Simple topographical maps.  22. Statistical maps.  23. Tactile maps.  24. Statistical maps.  25. Statistical maps.  26. Statistical maps.  27. Statistical maps.  28. Statistical maps.  29. Statistical maps.  20. Statistical maps.  20. Statistical maps.  21. Simple topographical maps.  22. Statistical maps.  23. Tactile maps.  24. Statistical maps.  25. Statistical maps.  26. Statistical maps.  27. Statistical maps.  28. Statistical maps.  29. Statistical maps.  20. Statistical maps.  20. Statistical maps.  21. Simple topographical maps.  22. Statistical maps.  23. Tactile maps.  24. Statistical maps.  25. Statistical maps.  26. Statistical maps.  27. Statistical maps.  28. Statistical maps.  29. Statistical maps.  20. Statistical maps.  20. Statistical maps.  20. Statistical maps.  21. Simple topographical maps.  22. Stat	The pupil should be able to explain the meaning of a map.  2. By using the group discussion technique the able to: (i) Mention types of maps.  ii) Differentiate the types of maps.  The pupils should be able to: (i) Despiration types of maps.  iii) Differentiate the types of maps.  The pupils should be able to: (i) Explain the meaning of scale.  The pupils should be able to: (i) Explain the meaning of a maps.  The pupils should be able to: (i) By using the observation technique the teacher to lead the pupils to observe types of maps.  The pupils should be able to: (i) Mention types of maps.  The pupils should be able to: (i) Explain the meaning of scale.  The pupils should be able to: (i) Explain the meaning of scale.  The pupils should be able to: (i) Explain the meaning of scale.  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TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	(ii) Mention the types	TECHNIQUES  By using the short lecture technique the	1. Topographical maps.	Can the pupil	
	of scale.	teacher to guide the pupils to mention	2. Texts on map work.	mention the types of	
		the types of scale.	3. Tactile maps.	scale?	
	(iii) Explain the uses	1. By using the think pair share	1. Simple	Can the pupil explain	<u>-</u>
	of	technique the teacher to guide the	topographical maps.	the uses of scale?	
	Scale.	pupils to explain the uses of scale.	2. Text on map work.		
			3. Tactile maps.		
		2. By using the drawing technique the	4. Charts.		
		teacher to guide the pupils to draw	5. Pencil.		
		the scale.	6. Ruler.		
			7. Graph paper.		
			8. Paper.		
			9. Threads.		
			10 . Tactile charts.		
d) Direction.	The pupil should be	By using the demonstration technique	1. Charts.	Can the pupil	3
	able to:	the teacher to guide the pupils to	2. Compass.	mention the eight	
	(i) Mention the eight	mention the eight cardinal points.	3. Simple topographical	cardinal points?	
	cardinal points.		maps.		
			4. Tactile charts.		
			5. Ruler.		
			6. Tactile maps.		
	(ii) Draw the	By using the drawing technique the	1. Paper.	Can the pupil:	1
	compass bearing.	teacher to guide the pupils to draw the	2. Compass.	1. Draw the	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
		compass bearing.	3. Mathematical sets.	compass	
			4. Drawing materials.	bearing.	
				2. Locate the	
				eight	
				cardinal	
				points?	
e) Position.	The pupil should be	By using the short lecture technique the	1. Text books.	Can the pupil explain	4
	able to:	teacher to guide the pupils to explain the	2. Written documents.	the ways of finding	
	(i) Explain the	ways of finding geographical location.	3. Prepared questions on	geographical	
	methods and ways of		papers.	location?	
	finding geographical		4. Text in Braille		
	location.		notation.		
	(ii) Locate the	By using the drawing technique the	1. Tracing paper.	Can the pupil locate	
	geographical	teacher to guide the pupils to draw a	2. Compass.	the geographical	
	position of a	map and locate the geographical	3. Drawing materials.	position of a place?	
	place.	position of a place.	4. Mathematical sets.		
f) Map Key.	The pupil should be	By using the brainstorming technique	1. Topographical maps.	Can the pupil explain	4
	able to:	the teacher to guide the pupils to	2. Text on map work.	the meaning of a map	
	(i) Explain the	explain the meaning of a map key.	3. Prepared questions on	key?	
	meaning of a map		paper.		
	key.		4. Text in Braille		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
			notation.		
	(ii) Explain the	By using the discussion technique the	1.Topographical Maps.	Can the pupil explain	
	importance of a	teacher to guide the pupils to discuss the	2. Text on map Work.	the importance of a	
	map key.	importance of a map key.	3, Text in Braille notation	map key?	
	(iii) Use a map key.	By using the drawing technique the	1. Topographical maps.	Can the pupil use a	
		teacher to guide the pupils to use a map	2. Text on maps work.	map key?	
		key.	3. Tactile maps.		
			4. Braille texts.		
			5. Drawing materials.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
2.THE SOLAR	The pupil should	By using the short lecture	1. Prepared questions	Can the pupil	4
SYSTEM	be able to:	technique the teacher to guide	on paper.	explain the	
a) Concept of	(i) Explain the	the pupils to explain the	2. Textbook.	concept of the	
the Solar	concept of the	meaning of the solar system.	3. Text in Braille	solar system?	
System.	solar system.		notation.		
			4. Charts.		
			5. Tactile charts.		
	(ii) Mention the	By using the question and	1. Charts of the solar	Can the pupil	
	components of	answers technique the teacher	system.	mention the	
	the solar	to guide the pupils to mention	2. Films.	components of	
	system.	the components of the solar	3. Internet.	the solar system?	
		system.	4. Planetarium.		
	(iii)Draw the solar	By using the drawing technique	1. Charts.	Can the pupil	
	system.	the teacher to guide the pupils	2. Mathematical sets.	draw the solar	
		to draw the solar system.	3. Drawing	system?	
			materials.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
b) The Sun	The pupil should be	By using the demonstration	1. Internet.	Can the pupil:	4
and its	able to:	technique the teacher to guide the	2. Films.	1. Describe the	
Importance.	i) Describe the	pupils to describe the concept and	3. Video cassettes	concept of the	
	concept and	characteristics of the sun.	4. Solar system charts.	sun?	
	characteristics of		6. Tactile solar system	2. Describe the	
	the sun.		charts.	characteristics	
			7. The sun.	of the sun?	
			8. Actual environment.		
	(ii) Define solar	By using the demonstration	1. Actual solar	Can the pupil define	-
	energy.	technique the teacher to guide the	energy equipment.	solar energy?	
		pupils to define the term solar	2. The sun.		
		energy.	3. Real environment.		
	(iii) Outline the	1. By using field trip technique the	1. Actual solar	Can the pupil outline	_
	importance of	teacher to guide the pupils to out	energy equipment.	the importance of	
	solar energy.	live the importance of Solar	2. Technological	solar energy?	
		energy.	devices which		
			uses solar energy		
		2. By using the group discussion	eg. cooker,		
		technique the teacher to guide the	calculator, radio		
		pupils to outline the importance of	solar lamp,		
		solar energy.	watch.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
c) Earth	The pupil should be	By using the short lecture	1. Charts showing	Can the pupil	4
Movements.	able to:	technique the teacher to guide the	earth movements.	mention types of	
	(i) Mention types of	pupils to mention types of earth	2. Globe.	earth movements?	
	earth movements.	movements.	3. Torch.		
			4. Lamp.		
			5. Tactile charts on		
			earth movements.		
	(ii) Describe the	1. By using the role play	1. Globe.	Can the pupil	-
	types of earth	technique the teacher to guide the	2. Charts showing	describe the types of	
	movements.	pupils to describe the types of	earth movements.	earth movements?	
		earth movements.	3. Torch.		
			4. Lamp.		
		2. By using the observation	5. Tactile chart on		
		technique the teacher to guide	earth movements.		
		the pupils to describe the types	6. Internet.		
		of earth movements.	7. Planetarium.		
			8. Films.		
	(iii) Explain the	By using the group discussion	1. Chart on effects of	Can the pupil explain	1
	effects of earth	technique the teacher to guide the	earth movements. 2. Globe.	the effects of earth	
	movements.	pupils to explain the effects of	3. Torch.	movements?	
		earth movements.	4. Lamp. 5. Tactile chart on		
			effects of earth movements.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
d) Eclipses.	The pupils should be	1.The teacher to guide the pupils	1. Charts on eclipses.	Can the pupil explain	4
	able to:	to read texts on eclipses and	2. Globe.	the meaning of	
	(i) Explain the	answer questions on the meaning	3. Touch.	eclipses?	
	meaning of	of eclipses.	4. Tactile charts on		
	eclipses.	2. By using demonstration	eclipses.		
		technique the teacher to guide	5. Ball.		
		the pupils to explain the meaning	6. Textbook.		
		of eclipses.	7. Text in Braille		
			notation.		
			8. Text on eclipses in		
			Braille notation.		
			9. Zanzibar Atlas		
	(ii) Discuss the	1. The teacher to guide the pupils to	1. Textbook.	Can the pupil discuss	-
	effects of eclipses.	read texts on the effects of eclipse	2. Actual environment.	the effects of	
		individually.	3. Text on effects of	eclipses?	
		2. By using the group discussion	eclipses.		
		technique the teacher to guide the	4. Text on effect of		
		pupils to discuss the effects of	eclipses in Braille notation.		
	(''') <b>D</b> 1'	eclipses.	1 75 '	C 4 111	
	(iii) Draw diagrams	By using the drawing technique	1. Tracing paper.	Can the pupil draw	
	of the eclipses	the teacher to guide the pupils to	2. Manila sheets.	diagrams of the	
		draw diagrams of solar and lunar	3. Charts.	eclipses?	
		eclipses.	4. Drawing materials.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
e) Tides	The pupil should be	By using the short lecture	1. Charts on tides.	Can the pupils	4
	able to:	technique the teacher to guide the pupils to explain the meaning of	2. Photographs.	explain the meaning	
	(i) Explain the	tides.	3. Tactile charts on	of tides?	
	meaning of tides.		tides.		
	(ii) Describe types	1. By using the observation	1. Charts on tides.	Can the pupil	
	of tides.	technique the teacher to guide the	2. Photographs.	describe the types of	
		pupils to describe types of tides.	3. Actual environment.	tides?	
			4. Tactile charts on		
		2. By using field trip technique the	tides.		
		teacher to guide the pupils to			
		describe the types of tides.			
	(iii) Explain the	The teacher to guide the pupils to	1. Charts on causes of	Can the pupil explain	
	causes of tides.	read texts and answer questions on	Tides.	the causes of tides?	
		the causes of tides.	2. Textbook.		
			3. Document on		
			causes of tides.		
			4. Text on causes of tides		
			in Braille notation.		
			5. Tactile chart on uses of		
			tides.		
			<ul><li>6. Prepared questions on paper.</li><li>7. Questions in Braille notation.</li></ul>		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(iv) Explain the	1. By using field trip technique	1. Sea and ocean	Can the pupil explain	
	effects of tides.	the teacher to guide the pupils to	2. Photographs on	the effects of tides?	
		explain the effects of tides.	effects of tides.		
		2. By using the group discussion	3. Charts on the		
		technique the teacher to guide the	effects of tides.		
		pupils to explain the effects of	4. Tactile charts on		
		tides	the effects of		
			tides.		

TOPICS/ SUB- TOPICS	SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
f) Seasons.	(i) List down the	By using the library research	1. Charts on world	Can the pupil list	4
	world seasons.	technique the teacher to guide the	seasons.	down the world	
		pupils to list down the world	2. Text on world	seasons?	
		seasons.	seasons.		
			3. Atlases.		
			4. Tactile charts on		
			world seasons.		
			5. Text on world season		
			in Braille notation.		
			6. Tactile diagrams		
			on world seasons.		
	(ii) Draw the zones	By using the drawing technique	1. Tracing paper.	Can the pupil	
	of world	the teacher to guide the pupils to	2. Charts.	draw the zones of	
	seasons.	draw the zones of world seasons.	3. Atlases.	world seasons?	
			4. Tactile drawings zones		
			of world seasons.		
			5. Drawings/pictures on		
			zones of world seasons.		

TOPICS/ SUB- TOPICS	SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
3.WEATHER	The pupil should be	By using the short lecture	Actual Environment.	Can the pupil:	4
AND	able to:	technique the teacher to guide the	2. Climatic maps.	1. Explain the	
CLIMATE	(i) Explain the	pupils to explain the meaning of		meaning of	
a) Concept of	meaning of weather	weather and climate.		weather?	
Weather	and climate.			2. Explain the	
and				meaning of	
Climate.				climate?	
	(ii) Explain the	By using the question and	1.Actual environment.	Can the pupil	
	differences	answers technique the teacher to	2. Climatic maps and	explain the	
	between	guide the pupils to explain the	charts.	differences	
	weather and	differences between weather and	3. Weather charts and	between weather	
	climate.	climate.	maps.	and climate?	
b) Elements and	The pupil should be	1. The teacher to guide the pupils	1. Rain gauge.	Can the pupil:-	4
Instruments	able to:	to read texts on elements and	2. Thermometer.	1. List the	
of Weather.	(i) List the	instruments of weather.	3. Wind vane.	elements of	
	elements and	2. By using the	4. Wind sock.	weather?	
	instruments of	brainstorming technique the	5. Sun shine recorder.	2. List the	
	weather.	teacher to guide the pupils to list	6. Barometer.	instruments of	
		down the elements and		weather?	
		instruments of weather.			

TOPICS/	SPCECIFIC	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB- TOPICS	OBJECTIVES	TECHNIQUES			
	(ii) Measure and	1. The teacher to take the pupils	1. Rain gauge.	Can the pupil:	
	record the	on a field trip to a weather	2. Thermometer.	1. Measure the	
	elements of	station to learn how to measure	3. Wind sock.	elements of	
	weather by	and record the elements of	4. Barometer.	weather by	
	using different	weather using different	5. Actual environment.	using	
	instruments.	instruments.		different	
				instruments?	
		2. By using the demonstration		2. Record the	
		technique the teacher to guide		elements of	
		the pupils to use the different		weather using	
		weather instruments to		different	
		measure and record the		instruments?	
		elements of weather at their			
		school.			

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
c) Factors which	The pupil should be	By using the brainstorming	1. Actual environment.	Can the pupil explain	4
Influence	able to:	technique the teacher to guide	2. Textbook.	the factors which	
Temperature.	(i) Explain the factors	the pupils to explain the factors	3. Textbook in	influence	
	which influence	that influence the temperature.	Braille notation.	temperature?	
	temperature.		4. Thermometer.		
	(ii) Explain factors that	By using the discussion	1. Actual environment.	Can the pupil explain	
	influence the	technique the teacher to guide	2. Textbook.	the factors that	
	temperature of a	the pupils to explain the factors	3. Textbook in Braille	influence the	
	country.	that influence the temperature	notation.	temperature of a	
		of a country.	4. Minimum and	country?	
			maximum		
			thermometer.		
4. THE GEOGRAPHY	The pupil should be	1. By using the drawing	1. Tracing paper	Can the pupil:	4
OF ZANZIBAR	able to:	technique the teacher to guide	2. Atlases.	1. Show the	
a) Position and	(i) Show the	the pupils to show the position	3. Charts.	position of	
Size of	position of Zanzibar	of Zanzibar in relation to her	4. Wall map.	Zanzibar?	
Zanzibar.	in relation to her	neighbours.	5. Drawing materials.	2. Show the size	
	neighbours.	2. By using the observation	6. Tactile charts	of Zanzibar in	
		technique the teacher to	and maps.	relation to her	
		guide the pupils to show		neighbours?	
		the position and size of	-		
		Zanzibar.			

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES	AIDS		
	(ii) Mention the size of	By using the short lecture	1. Atlases.	Can the pupil	
	Zanzibar.	technique the teacher to guide	2. Wall map.	mention the size of	
		pupils to mention the size of	3. Tactile maps.	Zanzibar?	
		Zanzibar.			
	(iii) Explain the	By using the assignment	1. Textbook.	Can the pupil explain	
	position of	technique the teacher to guide	2. Atlas.	the position of	
	Zanzibar.	the pupils to explain position	3. Tactile maps.	Zanzibar.	
		of Zanzibar.	4. Textbook in		
			Braille notation		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHER/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
b) Administrative	The pupil should be	By using the observation	1. Atlas.	Can the pupil	6
Divisions of	able to:	technique the teacher to lead the	2. Wall maps.	mention the	
Zanzibar.	(i) Mention the	pupils to mention the	3. Tactile maps.	administrative	
	administrative	administrative divisions of		divisions of	
	divisions of	Zanzibar.		Zanzibar?	
	Zanzibar.				
	(ii) Draw the	By using the drawing technique	1. Atlas.	Can the pupil:	
	administrative	the teacher to lead the pupils to	2. Wall maps.	1. Show the	
	regions and	draw the administrative regions	3. Drawing	administrative	
	districts of	and districts of Zanzibar.	materials.	regions of	
	Zanzibar.		4. Braille machine.	Zanzibar?	
			5. Tactile maps.	2. Show the	
				administrative	
				districts of	
				Zanzibar?	

TOPICS/	SPECIFIC OBJECTIVES	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	The puril should be able to	TECHNIQUES	1. Atlas.	Con the munit	1
c) Zanzibar Relief .	The pupil should be able to:	By using the observation technique		Can the pupil	4
Refier.	(i) Describe the relief	the teacher to guide the pupils to	2. Wall maps.	describe the relief	
	regions	describe the relief regions of	3. Charts.	regions of	
	of Zanzibar.	Zanzibar.	4. Tactile charts and	Zanzibar?	
			maps.		
	(ii) Explain the influence of	By using the group discussion	1. Atlas.	Can the pupil	
	relief on human	technique the teacher to lead the	2. Wall maps.	explain the	
	activities.	pupils to explain the influence of	3. Photographs on	influence of relief	
		relief on human activities.	human activities.	on human	
			4. Textbook.	activities?	
			5. Textbook in		
			Braille notation		
			6. Tactile maps.		
d) Zanzibar	The pupil should be able to:	1. By using the short lecture	1. Atlas	Can the pupil	4
Climate.	(i) Explain the factors that	technique the teacher to lead the	2. Photographs	explain the	
	influence the climate of	pupils to explain the factors that	3. Tactile maps	factors that	
	Zanzibar.	influence the climate of Zanzibar.	4. Textbook.	influence the	
		2. By using the group discussion	5. Wall maps.	climate of	
		technique the teacher to lead the	6. Textbook in	Zanzibar?	
		pupils to explain the factors that	Braille notation.		
		influence the climate of Zanzibar.			

TOPICS/	SPECIFIC OBJECTIVES	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	(ii) Identify the climatic	TECHNIQUES  1. The teacher to guide the pupils to	1. Wall maps.	Can the pupil	
	regions of Zanzibar	read texts on Zanzibar's climatic	2. Atlas.	identify the	
	regions of Zanzibai			_	
		zones .	3. Textbook.	climatic regions	
		2. By using the brainstorming	4. Textbook in	of Zanzibar?	
		technique the teacher to lead the	Braille notation.		
		pupils to identify the climatic	5. Tactile maps.		
		regions of Zanzibar.			
	(iii) Explain the impact	1. By using the field trip technique	1. Photographs.	Can the pupil	_
	of climate change	the teacher to lead the pupils to	2. Films.	explain the	
	on human activities.	explain the impact of climatic	3. Actual	impact of climatic	
		change on human activities.	environment.	change on human	
			4. Tactile	activities?	
		2. By using the group discussion	photographs.		
		technique the teacher to guide the			
		pupils to explain the impact of			
		climatic change on human			
		activities.			
		detivities.			

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
e) Natural	The pupil should be able to:	The teacher to use wall maps and	1. Atlas.	Can the pupil	4
Vegetation	(i) Identify the types of	atlases to guide the pupils to identify	2. Wall map.	identify the types	
of	vegetation in	types of vegetation in Zanzibar.	3. Tactile maps.	of vegetation in	
Zanzibar	Zanzibar.			Zanzibar?	
	(ii) Locate the types of	By using the drawing technique the	1. Atlas.	Can the pupil	
	Vegetation in Zanzibar	teacher to guide the pupils to locate	2. Wall map.	locate the types of	
		the types of vegetation in Zanzibar.	3. Charts.	vegetation in	
			4. Tactile charts.	Zanzibar?	
			5. Drawing		
			materials.		
			6. Braille machine.		
	(iii) Explain the importance	By using the group discussion	1. Atlas.	Can the pupil	
	of the Vegetation of	technique the teacher to lead the	2. Wall map.	explain the	
	Zanzibar.	pupils to explain the importance of	3. Actual	importance of the	
		the vegetation of Zanzibar.	environment.	vegetation of	
			4. Photographs.	Zanzibar?	
			5. Braille texts.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
f) Economic	The pupil should be able	By using the group	1. Zanzibar Atlas.	Can the pupil	8
Activities	to:	discussion technique the	2. Literature on major	mention the major	
in	(i) Mention major	teacher to guide the pupils to	economic activities in	economic activities in	
Zanzibar.	economic activities	mention the major economic	Zanzibar.	Zanzibar?	
	in Zanzibar.	activities in Zanzibar.	3. Wall maps.		
			4. Chart.		
			5. Braille texts.		
			6. Tactile charts and		
			maps.		
	(ii) List down the cash	By using the	1. Textbook.	Can the pupil:	
	crops and food crops	brainstorming technique the	2. Varieties of crops.	1. List down the cash	
	which are grown in	teacher to lead the pupils to	3. Photographs.	crops which are	
	Zanzibar.	list down the cash crops and	4. Braille texts.	grown in	
		food crops which are grown	5. Tactile pictures.	Zanzibar?	
		in Zanzibar.		2. List down the food	
				crops which are	
				grown in	
				Zanzibar?	
	(iii) Identify the places	1. The teacher to use wall	1. Zanzibar Atlas.	Can the pupil identify	
	where cash crops	maps to lead the pupils to	2. Wall maps.	the places where food	
	are grown in	identify places where food	3. Chart.	and cash crops are	
	Zanzibar.	and cash crops are grown	4. Tracing paper.	grown in Zanzibar?	
		in Zanzibar.	5. Drawing materials.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
		2. By using the drawing	6. Braille machine.		
		technique the teacher to	7. Tactile maps and		
		lead the pupils to draw	charts.		
		and locate the places			
		where food and cash crops			
		are grown in Zanzibar.			
		3. By using field trip			
		technique teacher to guide			
		the pupils to identify the			
		place where cash crops are			
		grown in Zanzibar.			
	(iv) Outline the	By using the	1. Literature on the	Can the pupil outline	-
	contribution of cash	brainstorming technique the	contribution of	the contribution of	
	crops to the	teacher to guide the pupils to	cash crops to	cash crops to the	
	economy of	outline the contribution of	the economy	economy of	
	Zanzibar.	the cash crops to the	of Zanzibar.	Zanzibar?	
		economy of Zanzibar.	2. Braille texts.		
	(v) Identify areas where	1.The teacher to guide the	1. Zanzibar Atlas.	Can the pupil identify	-
	life stock keeping is	pupils to read text on	2. Wall map.	the areas where life	
	practiced in	types of life sock keeping.	3. Tracing paper.	stock keeping is	
	Zanzibar.	2. By using pair work	4. Drawing materials.	practiced in	
		technique, the teacher to	5. Literature on	Zanzibar?	
		guide the pupils to	Life stock keeping in		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES  identify types of life stock keeping practiced in Zanzibar.  3. By using group discussion technique the teacher to guide the pupils to identify areas where life stock keeping is practiced in Zanzibar.  4. By using drawing technique the teacher to lead the pupils to draw and locate the areas where life stock keeping is	Zanzibar. 6. Texts in Braille notation. 7. Braille machine. 8. Tactile maps.	ASSESSMENT	PERIODS
	(vi) Explain the importance of livestock keeping to the economy of Zanzibar.	By using the gallery walk technique the teacher to guide the pupils to explain the importance of livestock keeping to the economy of Zanzibar.	<ol> <li>Textbook.</li> <li>Charts.</li> <li>Braille texts.</li> <li>Tactile charts.</li> </ol>	Can the pupil explain the importance of livestock keeping to the economy of Zanzibar?	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(vii) Identify major	By using the discussion	1. Zanzibar Atlas.	Can the pupil identify	
	tourist	technique the teacher to	2. Wall maps.	the major tourist	
	attractions in	guide the pupils to identify	3. Photographs.	attractions in	
	Zanzibar.	major tourist attractions in	4. Magazines.	Zanzibar?	
		Zanzibar.	5. Tourist guides		
		2. By using the drawing	6. Tactile maps.		
		technique the teacher to lead	7. Braille texts.		
		the pupils to draw and locate	8. Tracing papers.		
		major tourist attractions in	9. Drawing materials.		
		Zanzibar.	10. Magazine cuttings		
			in Braille notation.		
	(viii) Explain the	1. By using field trip technique	1. Literature on the	Can the pupil explain	
	importance	the teacher to guide the pupils	importance of	the importance of	
	of tourism to	to explain of tourism to the	tourism to the	tourism to the	
	the economy of	economic of Zanzibar.	economy of	economy of	
	Zanzibar.	2. By using the discussion	Zanzibar.	Zanzibar?	
		technique the teacher to guide	2. Textbook.		
		the pupils to explain the	3. Films.		
		importance of tourism to the	4. Tourist guides.		
		economy of Zanzibar.	5. Statistical data		
			showing tourism's		
			contribution to the		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUD-TUFICS	OBJECTIVES	TECHNIQUES	economy of		
			Zanzibar.		
			6. Statistical data		
			in Braille notation.		
			7. Tourist attractions.		
			8. Textbook in Braille		
			notation.		
5. POPULATION	The pupil should be	By using the short lecture	1. Prepared	Can the pupil:	6
AND ENVIRONMENT	able to:	technique the teacher to guide	questions on	1. Explain the	
(a) Concepts of	(i) Explain the	the pupils to explain the	paper.	meaning of	
Population and	meaning of	meaning of population and	2. Population	population?	
Environment.	population and	environment.	documents.	2. Explain the	
	environment.		3. Braille texts.	meaning of	
				environment?	
	(ii) Identify the	The teacher to guide the pupils	1. Actual environment.	Can the pupil identify	
	sources of	to read texts on population data	2. Textbook.	the sources of	
	population data.	and its sources.	3. Braille texts.	population data?	
			4. Statistical abstract.		
	(iii) Explain the	By using the group discussion	1. Textbook.	Can the pupil explain	
	importance of	technique the teacher to lead	2. Population	the importance of	
	importance of	teeninque the teacher to lead	2. Topulation	the importance of	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	using different	the pupils to explain the	documents.	using different	
	sources of	importance of using different	3. Braille texts.	sources of population	
	population data.	sources of population data.	4. Statistical abstracts.	data?	
b) Population	The pupil should be	1. The teacher to lead the	1. Documents on	Can the pupil explain	4
Distribution	able to:	pupils to read texts on	population	the population	
in Zanzibar	(i) Explain the	population distribution in	distribution in	distribution in	
	population	Zanzibar.	Zanzibar.	Zanzibar?	
	distribution in		2. Documents in		
	Zanzibar.	2. By using the group	Braille notation		
		discussion technique the	3. Prepared questions		
		teacher to guide the pupils	on paper.		
		to explain the distribution of	4. Textbook.		
		population in Zanzibar.	5. Zanzibar Atlas.		
			6. Tactile Zanzibar		
			Atlas.		
			7. Textbook in Braille		
			notation.		
			8. Questions in Braille		
			notation.		
	(ii) Explain the	1. The teacher to lead the	1. Textbook	Can the pupil explain	
	factors	pupils to read texts on the	2. Population	the factors	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES influencing	TECHNIQUES factors influencing	distribution	influencing	
	population	population distribution in	documents.	population	
	distribution in	Zanzibar.	3. Zanzibar Atlas.	distribution in	
	Zanzibar.	2. By using the group	4. Textbook and	Zanzibar?	
		discussion technique the	documents in Braille		
		teacher to guide the pupils	notation.		
		to explain the factors	5. Tactile maps.		
		influencing population			
		distribution in Zanzibar			
	(iii) Show the	By using the drawing	1. Tracing paper.	Can the pupil show	-
	distribution	technique the teacher to guide	2. Drawing	the distribution of	
	of population in	the pupils to draw and show	materials.	population in	
	Zanzibar.	the distribution of population	3. Wall maps.	Zanzibar?	
		in Zanzibar.	4. Atlases.		
			5. Tactile maps.		
			6. Braille machine.		
c) Population	The pupil should be	1. The teacher to lead the	1. Written	Can the pupil explain	4
Distribution	able to:	pupils to read literature on	population	the factors	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
in Mainland	(i) Explain the	factors influencing	documents.	influencing	
Tanzania.	factors	population distribution in	2. Textbook in Braille	population	
	influencing	Mainland Tanzania.	notation.	distribution in	
	population	2. By using the group	3. Textbook.	Mainland Tanzania.?	
	distribution in	discussion technique the	4. Tanzania Atlas.		
	Mainland	teacher to guide the pupils	5. Tactile maps.		
	Tanzania .	to explain the factors			
		influencing population			
		distribution in Mainland			
		Tanzania.			
	(ii) Show the	By using the drawing	1. Tracing paper.	Can the pupil show	
	distribution	technique the teacher to guide	2. Braille texts.	the distribution of	
	of population in	the pupils to draw and show	3. Tanzania Atlas.	population in	
	Mainland	the distribution of population	4. Drawing	Mainland Tanzania?	
	Tanzania.	in Mainland Tanzania.	materials.		
			5. Braille machine.		
			6. Tactile maps.		

TOPICS/ SUB-TOPICS	SCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
6. ECONOMIC	The pupil should be able to:	By using the question and	1. Photographs on	Can the pupil	6
ACTIVITIES IN EAST	(i) Explain the meaning of	answers technique the	economic	explain the	
AFRICA	economic activities.	teacher to guide the pupils	activities.	meaning of	
a) Mining,		to explain the meaning of	2. Magazine with	economic	
Fishing,		economic activities.	pictures on	activities?	
Agriculture,			economic		
Tourism and			activities.		
Industries in			3. Tactile pictures.		
Zanzibar and					
their Impact on	(ii) List economic	By using the group	1. Textbook.	Can the pupil list	
the Environment.	activities in	discussion technique the	2. Written	economic	
	Zanzibar.	teacher to guide the pupils	documents.	activities in	
		to list the economic	3. Textbook in	Zanzibar?	
		activities in Zanzibar.	Braille notation.		
			4. Zanzibar		
			Atlas.		
			5. Tactile maps.		

TOPICS/	SCECIFIC OBJECTIVES	TEACHING/LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS		TECHNIQUES	AIDS		
	(iii) Identify the areas	By using the drawing	1. Zanzibar Atlas	Can the pupil	
	where different	technique the teacher to	2. Tracing paper	identify the areas	
	economic activities are	guide the pupils to draw and	3. Drawing	where different	
	practiced in Zanzibar.	identify the areas where	materials.	economic	
		different economic activities	4. Tactile maps.	activities are	
		are practiced in Zanzibar.	5. Braille machine.	practiced in	
				Zanzibar?	
	(iv) Explain the impact of	By using the field trip	1. Actual	Can the pupil	-
	economic activities on	technique the teacher to lead	environment.	explain the	
	the environment	the pupils to explain the	2. Photographs.	impact of	
		impact of economic	3. Films.	economic	
		activities on the	4. Tactile	activities on the	
		environment.	pictures.	environment?	

SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
The pupil should be	1. The teacher to guide the pupils to	1. Textbook.	Can the pupil	4
able to:	read texts on economic activities	2. Written documents.	mention the	
(i) Mention the	in Mainland Tanzania.	3. Textbook in Braille	economic activities	
economic activities	2. By using the group discussion	notation.	in Mainland	
in Mainland	technique the teacher to guide the	4. Prepared questions	Tanzania?	
Tanzania.	pupils to mention the economic	on paper.		
	activities in Mainland Tanzania.			
(ii) Identify the areas	By using the drawing technique the	1. Tracing paper	Can the pupil	
where different	teacher to guide the pupils to draw	2. Tanzania Atlas.	identify the areas	
economic activities	and identify the areas where	3. Tactile map.	where different	
are practiced in	different economic activities are	4. Drawing materials.	economic activities	
Mainland	practiced in Mainland Tanzania.	5. Braille machine.	are practiced in	
Tanzania.			Mainland	
			Tanzania?	
(iii) Explain the impact	By using the group discussion	1. Photographs.	Can the pupil	
of economic	technique the teacher to lead the	2. Written documents.	explain the impact	
activities on	pupils to explain the impact of	3. Textbook.	of the economic	
the environment in	economic activities on the	4. Textbook in Braille	activities on the	
Mainland	environment in Mainland Tanzania.	notation.	environment in	
Tanzania.		5. Films	Mainland	
			Tanzania?	
	The pupil should be able to:  (i) Mention the economic activities in Mainland Tanzania.  (ii) Identify the areas where different economic activities are practiced in Mainland Tanzania.  (iii) Explain the impact of economic activities on the environment in Mainland	The pupil should be able to:  (i) Mention the economic activities in Mainland Tanzania.  (ii) Identify the areas where different economic activities are practiced in Mainland Tanzania.  (iii) Explain the impact of economic activities on the environment in Mainland Tanzania.  The teacher to guide the pupils to read texts on economic activities in Mainland Tanzania.  2. By using the group discussion technique the teacher to guide the pupils to mention the economic activities in Mainland Tanzania.  By using the drawing technique the teacher to guide the pupils to draw and identify the areas where different economic activities are practiced in Mainland Tanzania.  (iii) Explain the impact of economic activities on the environment in Mainland Tanzania.	TECHNIQUES  The pupil should be able to:	The pupil should be able to:  (i) Mention the economic activities in Mainland Tanzania.  (ii) Identify the areas where different economic activities are practiced in Mainland practiced in Mainland Tanzania.  (iii) Explain the impact of economic activities on the environment in Mainland problem of economic activities on the environment in Mainland Tanzania.  1. Textbook. Can the pupil economic activities in Mainland Tanzania.  2. Written documents. mention the economic activities in Mainland Tanzania.  3. Textbook in Braille economic activities on notation.  4. Prepared questions on paper.  5. Tanzania Atlas. identify the areas where different economic activities are practiced in Mainland Tanzania.  6. Tracing paper and identify the areas where different economic activities are practiced in Mainland Tanzania.  7. Tanzania Atlas. are practiced in Mainland Tanzania.  8. Tactile map. where different economic activities are practiced in Mainland Tanzania.  9. Tanzania Atlas. are practiced in Mainland Tanzania.  1. Photographs. Can the pupil explain the impact of activities on the environment in Mainland Tanzania.  1. Textbook in Braille activities on the environment in Mainland Tanzania.  1. Textbook in Braille activities on the environment in Mainland Tanzania.  5. Films Mainland

SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIOUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
The pupil should be	1. By using the short lecture	1. Textbook.	Can the pupil	4
able to:	technique the teacher to guide the	2. Magazines.	explain the	
(i) Explain the	pupils to explain the meaning of	3. Written documents.	meaning of natural	
meaning of natural	natural resources.	4. Braille texts.	recourses.	
resources.		5. Prepared questions		
		on paper.		
		6. Questions in		
		Braille.		
(ii) List down natural	1. The teacher to guide the pupils to	1. Textbook.	Can the pupil list	
resources in	read text on the distribution of	2. Magazines.	down the natural	
Africa.	different natural resources in	3. Documents on	resources in Africa?	
	Africa.	natural resources in		
	2. By using the gallery walk	Africa.		
	technique the teacher to guide the	4. Tactile map.		
	pupils to list down natural	5. Wall map of		
	resources in different countries or	Africa.		
	parts of Africa.	6. Textbook in Braille		
		notation.		
	OBJECTIVES  The pupil should be able to:  (i) Explain the meaning of natural resources.  (ii) List down natural resources in	TECHNIQUES  The pupil should be able to:  (i) Explain the meaning of natural resources.  (ii) List down natural resources in Africa.  (iii) List down natural resources in Africa.  2. By using the short lecture technique the teacher to guide the pupils to read text on the distribution of different natural resources in Africa.  2. By using the gallery walk technique the teacher to guide the pupils to list down natural resources in different countries or	TECHNIQUES  The pupil should be able to:  (i) Explain the meaning of natural resources.  (ii) List down natural resources in Africa.  (ii) List down natural resources in Africa.  2. By using the short lecture technique the teacher to guide the pupils to explain the meaning of natural resources.  (ii) List down natural resources.  (iii) List down natural resources in Africa.  (iv) List down natural resources in Africa.  (iv	The pupil should be able to:  (i) Explain the meaning of natural resources.  (ii) List down natural resources in Africa.  Africa.  2. By using the short lecture technique the teacher to guide the pupils to explain the meaning of natural resources in Africa.  2. Magazines. 3. Written documents. 4. Braille texts. 5. Prepared questions on paper. 6. Questions in Braille.  (ii) List down natural resources in Africa.  2. Magazines. 3. Written documents. 4. Braille texts. 5. Prepared questions on paper. 6. Questions in Braille.  (iii) List down natural resources in Africa. 4. Tactile map. 5. Wall map of Africa. 6. Textbook in Braille

SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
The pupil should be	By using the short lecture technique	1. Prepared questions	Can the pupil:	4
able to:	the teacher to guide the pupils to	on paper.	1. Explain the	
(i) Explain the	explain the meaning of renewable	2. Written documents.	meaning of	
meaning of	and non- renewable resources.	3. Braille texts.	renewable	
renewable and		4. Textbook.	resources?	
non-			2. Explain the	
renewable			meaning of non -	
resources.			renewable	
			resources.	
(ii) List down	By using the group discussion	Actual resources	Can the pupil list	
renewable and	technique the teacher to guide the	2. Charts.	down renewable	
non- renewable	pupils to list down renewable and	3. Photographs.	and non –	
resources in	non - renewable resources in	4. Prepared	renewable	
Zanzibar.	Zanzibar.	questions on	resources in	
		paper.	Zanzibar?	
		5. Question in Braille		
		notation.		
		6. Tactile charts		
		and photographs.		
	OBJECTIVES The pupil should be able to: (i) Explain the meaning of renewable and non-renewable resources.  (ii) List down renewable and non-renewable resources in	TECHNIQUES  The pupil should be able to:  (i) Explain the explain the meaning of renewable and non-renewable resources.  (ii) List down renewable and non-renewable and non-renewable and resources in renewable resources in renewable resources in renewable resources in renewable resources.	TECHNIQUES  The pupil should be able to:  (i) Explain the meaning of renewable resources.  (ii) List down renewable and non- renewable resources.  (iii) List down renewable resources in Zanzibar.  (iii) List down renewable resources in Zanzibar.  TECHNIQUES  By using the short lecture technique in the teacher to guide the pupils to ist down renewable and non- renewable resources in paper.  5. Question in Braille notation.  6. Tactile charts	OBJECTIVES         TECHNIQUES           The pupil should be able to:         By using the short lecture technique the teacher to guide the pupils to explain the meaning of renewable meaning of and non-renewable resources.         1. Prepared questions on paper.         2. Written documents. meaning of renewable meaning of renewable and non-renewable resources.           (ii) List down renewable and non-renewable and renewable and renewable and resources.         By using the group discussion technique the teacher to guide the pupils to list down renewable and resources in Zanzibar.         1. Actual resources can be pupils to list down renewable and questions on paper.         Can the pupil list down renewable and questions on paper.           Zanzibar.         Zanzibar.         4. Prepared questions on paper.         Can the pupil list down renewable and questions on paper.           5. Question in Braille notation.         Can the pupil list can be pupils to list down renewable and questions on paper.         Can the pupil list down renewable and questions on paper.

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
c) Renewable and Non-renewable Resources in Mainland Tanzania.	The pupil should be able to:  (i) List down the renewable and non-renewable resources in Mainland Tanzania.	<ol> <li>The teacher to guide the pupils to read texts on renewable and non-renewable resources in Mainland Tanzania.</li> <li>By using the group discussion technique the teacher to guide the pupils to list down the renewable and non-renewable resources in Mainland Tanzania.</li> </ol>	<ol> <li>Textbook.</li> <li>Written documents.</li> <li>Textbook in Braille notation</li> <li>Prepared questions on paper.</li> <li>Questions in Braille.</li> </ol>	Can the pupil:  1. List down the renewable resources in Mainland Tanzania?  2. List down the non - renewable resources in Mainland Tanzania.	4
	(ii) Locate the areas of various natural resources in Mainland Tanzania.	By using the drawing technique the teacher to guide the pupils to draw and locate the areas of various natural resources in Mainland Tanzania.	<ol> <li>Zanzibar Atlas.</li> <li>Textbook.</li> <li>Wall map.</li> <li>Drawing materials.</li> <li>Braille texts.</li> <li>Textbook in Braille notation.</li> <li>Braille machine.</li> </ol>	Can the pupil locate the various natural resources in Tanzania Mainland?	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
d) Sustainable	The pupil should be	By using the assignment technique	1. Textbook	Can the pupil	4
Use of	able to:	the teacher to guide the pupils to	2. Prepared questions	describe the	
Water	(i) Describe the	explain the importance of proper use	on paper	importance of	
Resources.	importance of	of water resource.	3. Question in Braille	proper use of water	
	proper use of		notation.	resource?	
	water		4. Magazines.		
	resource.		5. Written documents.		
			6. Textbook in		
			Braille notation.		
	(ii) Explain the	By using the out - door activity	1. Actual.	Can the pupil	
	proper use	(project) the teacher to guide the	environment.	explain the proper	
	of water	pupils to explain the proper use of	2. Photographs.	use of water	
	resource.	water resource.	3. Charts.	resource?	
			4. Tactile charts and		
			pictures.		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
e) Sustainable	The pupil should be	By using the assignment technique	1. Textbook.	Can the pupil	4
Use of Land	able to:	the teacher to guide the pupils to	2. Prepared questions	explain the	
Resource.	(i) Explain the	explain the importance of proper use	on paper.	importance of	
	importance of	of land resource.	3. Questions in Braille	proper use of land	
	proper use of land		notation.	resource?	
	resource.		4. Magazines		
			5. Written documents.		
			6. Textbook in		
			Braille notation.		
	The pupil should be	By using the out - door activity	1. Actual environment.	Can the pupil	-
	able to:	(project) the teacher to guide the	2. Photographs.	explain the proper	
	(ii) Explain the proper	pupils to explain the proper use of	3. Charts.	use of land	
	use of land	land resource.	4. Tactile charts	resource?	
	resource.		and picture		
			5. Braille texts.		
			6. Written documents.		

## STANDARD SIX

## **COMPETENCES**

At the end of Standard VI the pupils shall demonstrate the ability to:

- 1. Interpret and use maps to elaborate different geographical concepts and features.
- **2.** Explain the structure, size and diversity of the population of Zanzibar and Mainland Tanzania.
- **3.** Identify and discuss the major economic activities in East Africa.
- **4.** Explain the distribution of major natural resources of Africa and discuss their related economic activities.
- **5.** Identify and discuss measures for prevention of environmental degradation.
- **6.** Apply library and ICT skills in order to acquire geographical knowledge and skills.

## **OBJECTIVES.**

The objectives of teaching Geography in Standard VI are to enable the pupils to:

- 1. Acquire knowledge of applying basic geographical skills for drawing and interpreting maps.
- 2. Acquire knowledge of identifying the world continents and discussing their respective major climate and natural vegetation.
- **3.** Understand the discussion of the causes and effects of overpopulation and human activities on the environment.
- **4.** Understand the distribution of the major natural resources in Africa and their related economic activities.
- **5.** Acquire skills of using library and other ICT facilities in order to get geographical knowledge and skills.

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
1. MAPS	The pupil should be able to	By using the short lecture	1. School or village	Can the pupil	1
a) Framework of	explain the concept of	technique the teacher to	maps.	explain the	
a Map.	framework of a map.	guide the pupils to explain	2. Tactile school /village map.	concept of	
		the concept of framework of	3. Classroom sketch maps.	framework of a	
		a map.	4. Atlas.	map?	
b) Map signs and	The pupil should be able to:	By using different types of	1. Topographical maps.	Can the pupils	9
Symbols.	(i) Explain the	maps the teacher to guide	2. Written documents.	explain the	
	concept of	the pupils to explain the	3. Chart with signs and symbols.	concept of map	
	map signs and symbols.	concept of map signs and	4. Tactile charts and maps.	symbols?	
		symbols.	5. Tactile signs and symbols.		
	(ii) List some common signs	By using different types of	1. Topographical maps.	Can the pupil list	
	and symbols that are	maps the teacher to guide the	2. Chart signs and symbols.	some common	
	used in maps.	pupils to list some common	3. Tactile charts with signs and	signs and symbols	
		signs and symbols that are	Symbols.	that are used in	
		used in maps.		maps?	
	(iii) Draw map signs and	By using the drawing	1. Tracing paper.	Can the pupil	
	Symbols on a map.	technique the teacher to	<ul><li>2. Atlas.</li><li>3. Chart of map signs and</li></ul>	draw map signs	
		guide the pupils to draw map	symbols.	and symbols on	
		signs and symbols on a map.	4. Tactile chart of map signs and symbols.	the map?	
			<ul><li>5. Drawing materials.</li><li>6. Braille machine.</li></ul>		

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
c)Topographical	The pupil should be able to:	By using the short lecture	1. Topographical maps.	Can the pupil	6
Maps and	(i) Explain the	technique the teacher to	2. Tactile maps and	explain the	
Photographs	concept of topographical	guide the pupils to explain	pictures.	concept of	
	maps.	the concepts of topographical		topographical	
		maps		map?	
	. (ii) Explain the concept of	By using the short lecture	1. Photographs.	Can the pupils	
	photographs	technique, the teacher to	2. Tactile pictures.	explain the	
		guide the pupils to explain	3. Textbook.	concept of	
		the concept of photographs.	4. Textbook in Braille	photograph ?	
			notation.		
	(iii) Compare	By using the discussion	1. Photographs.	Can the pupil	
	topographical	technique, the teacher to lead	2. Topographical maps.	compare	
	maps with	the pupils to compare	3. Tactile maps and	topographical	
	photographs	topographical maps and	pictures.	maps and	
		photographs.		photographs?	
	.(iv) Differentiate	By using the assignment	1. Topographical maps.	Can the pupils	1
	between	technique the teacher to		differentiate	
	topographical	guide the pupils to	_	between	
	maps and	differentiate between	pictures.	topographical	
	photographs.	topographical maps and	4. Actual objects.	maps and	
		photographs.		photographs?	
	photographs  .(iv) Differentiate between topographical maps and	topographical maps and photographs.  By using the assignment technique the teacher to guide the pupils to differentiate between topographical maps and	pictures.  1. Topographical maps. 2. Photographs. 3. Tactile maps and	maps and photographs?  Can the pupils differentiate between topographical maps and	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
.d) Map	The pupil should be able to:	By using the short lecture	1. Topographical maps.	Can the pupil	6
Interpretation.	(i) Explain the	technique the teacher to	2. Written documents.	explain he	
	concept of map	guide the pupils to explain	3. Documents in Braille	concept of map	
	interpretation.	the concept of map	notation.	interpretation?	
		interpretation.			
	.(ii) List the steps of	By using the short lecture	1. Texts on map	Can the pupil list	-
	Map interpretation	technique the teacher to	interpretation.	steps of map	
		guide the pupils to list the	2. Texts in Braille notion.	interpretation?	
		steps of map interpretation.	3. Topographical maps.		
	(iii) Interpret maps.	1. The teacher to guide	1. Topographical maps.	Can the pupil	1
		pupils in groups to read texts on map interpretation  2. By using different maps the teacher to guide groups of pupils to interpret maps.	<ol> <li>Texts on map interpretation in Braille notation.</li> <li>Text on map interpretation.</li> <li>Tactile maps.</li> </ol>	interpret maps?	
		of pupils to interpret maps.			

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
e)Geographical Information System (G1S)	The pupil should be able to:  (i) Explain the concept of geographical information system (G1S).  (ii) Access various geographical information in G1S.	By using the short lecture technique the teacher to guide the pupils to explain the concept of geographical information system (G1S).  By using the internet the teacher to lead the pupils to access various geographical information in G1S.	<ol> <li>Internet.</li> <li>Computers.</li> <li>Written documents         on G1S.</li> <li>Braille text.</li> <li>Textbook.</li> <li>Textbook in Braille         notation.</li> <li>Computer with         internet access.</li> <li>Charts on types of         information in GIS.</li> <li>Written documents         on G1S.</li> <li>Texts and charts in Braille         notation.</li> </ol>	Can the pupil explain the concept of geographical information system (G1S)?  Can the pupils access various geographical information in G1S?	6
	(iii) Discuss the uses of information obtained in GIS.	By using the group discussion technique the teacher to guide the pupils to discuss the uses of information obtained in GIS.	<ol> <li>Computer with internet access.</li> <li>Charts on types of information in GIS.</li> <li>Written documents on G1S.</li> <li>Texts and charts in Braille</li> </ol>	Can the pupil discuss the uses of information obtained in GIS?	

SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
		notation.		
The pupil should be able to:	By using a wall map and	1. World wall map.	Can the pupil	9
(i) Mention the	globe the teacher to guide	2. Globe.	mention the	
continents of the	the pupils to mention the	3. Atlas.	continents of the	
world.	continents of the world.	4. Tactile world map.	world?	
(ii) Locate the continents	By using the drawing	1. Tracing paper.	Can the pupil	<u>-</u>
of the world.	technique the teacher to	2. Globe.	locate the	
	guide the pupils to draw and	3. Drawing materials.	continents of the	
	locate the continents of the	4. World map.	world?	
	world.	5. Braille machine.		
(iii) Locate the major	1. By using a wall map and	1.Word wall map.	Can the pupil:	
Mountains, Plateaus,	globe, the teacher to guide	2.Globe	1) Identify the	
valleys, rivers and lakes	the pupils to identify the	3. Atlas	major	
of the word.	major mountains, plateaus,	4. Tactile world map.	mountains,	
	rivers, valleys and lakes of	5.Tracing paper	plateaus,	
	the word.	6. Drawing materials	valleys, rivers and	
	2.By using the drawing	7. Braille machine	lakes of the word.	
	1		2) Locate the	
	locate major mountains,		major mountains,	
			plateaus, valleys,	
	Talloo of the word.			
	The pupil should be able to:  (i) Mention the continents of the world.  (ii) Locate the continents of the world.  (iii) Locate the major Mountains, Plateaus, valleys, rivers and lakes	TECHNIQUES  The pupil should be able to:  (i) Mention the continents of the world.  (ii) Locate the continents of the world.  (iii) Locate the continents of the world.  By using the drawing technique the teacher to guide the pupils to draw and locate the continents of the world.  (iii) Locate the major Mountains, Plateaus, valleys, rivers and lakes of the word.  1. By using a wall map and globe, the teacher to guide the pupils to identify the major mountains, plateaus, rivers, valleys and lakes of the word.  2. By using the drawing technique, the teacher to guide the pupils to draw and	TECHNIQUES    The pupil should be able to:   By using a wall map and   1. World wall map.   2. Globe.   3. Atlas.   4. Tactile world map.   (ii) Locate the continents of the world.   By using the drawing of the world.   By using the drawing technique the teacher to guide the pupils to draw and locate the continents of the world.   1. By using a wall map and world.   1. By using a wall map and globe, the teacher to guide the pupils to identify the major mountains, plateaus, rivers, valleys and lakes of the word.   2. By using the drawing technique, the teacher to guide the pupils to draw and locate major mountains, plateaus, rivers and lakes of the word.   2. By using the drawing technique, the teacher to guide the pupils to draw and locate major mountains, plateaus, rivers and lakes of the word.   2. By using the drawing technique, the teacher to guide the pupils to draw and locate major mountains, plateaus, valleys, rivers and locate major mountains, plateaus, valleys and locate major mountains, plateaus	TECHNIQUES    Notation.   Notation.

TOPICS/	SPECIFIC OBJECTIVES	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	The	TECHNIQUES	1 3371.1 11	C 1 1 1	0
b) Oceans and	The pupil should be able to:	By using the observation	1. World wall map	Can the pupil list	9
Ocean	(i) List down the oceans and	technique the teacher to	2. Globe.	down the oceans	
Currents	seas of the world.	guide the pupils to list down	3. Atlas.	of the world?	
		the oceans of the world.	4. Tactile maps.		
	(ii) Identify the world	The teacher to guide the	1. World wall map	Can the pupil	
	ocean currents.	pupils to study a wall map	showing the ocean	identify the world	
		and identify the world ocean	currents.	ocean currents?	
		currents.	2. Atlas.		
			3. Globe.		
			4. Tactile maps.		
	(iii) Describe the	By using the group reading	1. World wall map on	Can the pupil	
	importance of the	technique the teacher to	ocean currents.	describe the	
	world	guide the pupils to describe	2. Globe.	importance of	
	ocean currents.	the importance of ocean	3. Atlas.	ocean currents?	
		currents.	4. Tactile maps.		
			5. Reading text on		
			ocean currents.		
			6. Texts in Braille notation		

TOPICS/ SUB-TOPICS	SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
3.WEATHER	The pupil should be	1. Using a sketch world map on	1. World wall map on world	Can the pupil	8
AND	able to:	climatic regions, the teacher to	climatic regions.	identify the world	
CLIMATE	(i) Identify the world	guide the pupils to identify the	2. Globe.	climatic regions?	
a) The World	climatic regions.	world climatic regions.	3. Chart on climatic regions of		
Climate.		2. By using the drawing technique	the world.		
		the teacher to guide the pupils	4. Atlas.		
		to draw a diagram showing	5. Sketch diagram		
		world climatic regions.	on world climatic		
			regions.		
			6. Tactile maps and charts.		
			6. Drawing materials.		
			7. Tracing paper.		
			8. Braille machine.		
	(ii) Explain the	1. The teacher to guide the pupils to	1. Films on world wide human	Can the pupils	
	influence of	read texts on the influence of world	activities.	explain the	
	world climatic	climatic regions on human	2. Wall map showing world	influence of	
	regions on	activities.	climatic regions	world climatic	
	human activities.	2. By using the group discussion	3. Tactile world map on climatic	regions on human	
		technique the teacher to guide the pupils to explain the influence of	regions.	activities?	
		world climatic regions on human			
		activities.			

TOPICS/ SUB-TOPICS	SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(iii) Explain the	By using the group discussion	1. Films on impact of world	Can the pupil	
	impact of world	technique the teacher to lead the	climatic change on human	explain the	
	climatic change	pupils to explain the impact of	activities.	impact of world	
	on human	world climatic change on human	2. Photographs.	climatic change	
	activities.	activities.	3. Tactile pictures.	on human	
				activities?	
b) The World	The pupil should be	Using the world wall map on	1. World wall map on	Can the pupil	8
Natural	able to:	natural vegetation, the teacher to	vegetation belts.	identify the world	
Vegetation.	(i) Identify the world	guide the pupils to identify world	2. Globe.	natural vegetation	
	natural vegetation	natural vegetation belts/regions	3. Atlas.	belts/ regions?	
	belts/ regions.		4. Textbook.		
			5. Tactile maps.		
			6. Prepared questions on paper.		
			7. Textbook and questions in		
			Braille notation.		
	(ii) Explain the	By using the guest speaker	1. Wall map on	Can the pupil	
	relationship	technique the teacher to lead the	world climatic regions.	explain the	
	between	pupils to explain the relationship	2. World wall map	relationship	
	climate and	between climate and natural	on world natural	between climate	
	natural	vegetation.	vegetation belts or	and natural	
	vegetation.		regions.	vegetation?	
			3. Atlas.		
			4. Tactile map.		

SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
(iii) Explain the	1. By using the library assignment	1. World vegetation map.	Can the pupil	
importance	technique the teacher to guide	2. Globe.	explain the	
of world	the pupils to identify the	3. Films on world vegetation.	importance of	
vegetation.	advantages of world vegetation.	4. Literature on vegetation.	world vegetation?	
	2. By using the group discussion	5. Atlas.		
	technique the teacher to guide	6. Tactile map.		
	the pupils to explain the	7. Computer with internet.		
	importance of world vegetation.	8. Text in Braille notation.		
The pupil should be	By using the short lecture	1. Films on rapid population	Can the pupil	6
able to:	technique the teacher to guide the	growth.	explain the	
(i) Explain the	pupils to explain the concept of	2. Charts showing population	concept of rapid	
concept of rapid	rapid population growth.	growth.	population	
population		3. Charts in Braille notation.	growth?	
growth.				
(ii) Discuss the	1. The teacher to guide the pupils	1. Texts on causes of	Can the pupil	
causes of rapid	to read texts on causes of rapid	rapid population	discuss the causes	
population growth.	population growth.	growth.	of rapid	
	2. By using the group discussion	2. Braille texts.	population	
	technique the teacher to guide		growth?	
	the pupils to discuss the causes			
	of rapid population growth.			
	(iii) Explain the importance of world vegetation.  The pupil should be able to:  (i) Explain the concept of rapid population growth.  (ii) Discuss the causes of rapid	(iii) Explain the importance of world vegetation.  The pupil should be able to:  (i) Explain the concept of rapid population growth.  It is pusing the library assignment technique the teacher to guide the pupils to identify the advantages of world vegetation.  By using the group discussion technique the teacher to guide the pupils to explain the importance of world vegetation.  By using the short lecture technique the teacher to guide the pupils to explain the concept of rapid population growth.  In the teacher to guide the pupils to read texts on causes of rapid population growth.  By using the group discussion technique the teacher to guide the pupils to read texts on causes of rapid population growth.  By using the group discussion technique the teacher to guide the pupils to discuss the causes	OBJECTIVES  (iii) Explain the importance technique the teacher to guide the pupils to identify the advantages of world vegetation.  2. By using the group discussion technique the teacher to guide the pupils to explain the importance of world vegetation.  The pupil should be able to:  (i) Explain the concept of rapid population growth.  (ii) Discuss the causes of rapid population growth.  (ii) Discuss the causes of rapid population growth.  2. By using the group discussion technique the teacher to guide the pupils to explain the concept of rapid population growth.  2. Charts showing population growth.  3. Charts in Braille notation.  1. Texts on causes of rapid population growth.  2. By using the group discussion technique the teacher to guide the pupils to read texts on causes of rapid population growth.  2. By using the group discussion technique the teacher to guide the pupils to discuss the causes of tapid the pupils to discuss the causes of tapid the pupils to discuss the causes of causes of tapid the pupils to discuss the causes	TECHNIQUES   1. By using the library assignment importance of world the pupils to identify the vegetation.   2. By using the group discussion technique the teacher to guide the pupils to explain the importance of world vegetation.   2. By using the group discussion technique the teacher to guide the pupils to explain the importance of world vegetation.   3. Films on world vegetation.   4. Literature on vegetation.   4. Literature on vegetation.   5. Atlas.   6. Tactile map.   7. Computer with internet.   8. Text in Braille notation.   7. Computer with internet.   8. Text in Braille notation.   8. Text in Braille notation.   9. Can the pupil explain the concept of growth.   9. Charts showing population growth.   9. Charts showing population growth.   9. Charts in Braille notation.   9. Can the pupil explain the concept of rapid population growth.   9. Charts in Braille notation.   9. Can the pupil explain the concept of rapid population growth.   9. Charts in Braille notation.   9. Can the pupil explain the concept of rapid population growth.   9. Charts in Braille notation.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil explain the concept of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil explain the concept of rapid population growth.   9. Can the pupil explain the concept of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil explain the concept of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil discuss the causes of rapid population growth.   9. Can the pupil explain the explain the explain the pupil explain the explain the explain the explain the pupil explain the explain the explain the explai

TOPICS/ SUB-TOPICS	SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(iii) Explain the effects of rapid population growth.	By using the guest speaker technique the teacher to guide the pupils to explain the effects of rapid population growth.	<ol> <li>Texts on effects of rapid population growth.</li> <li>Braille texts.</li> </ol>	Can the pupil explain the effects of rapid population growth?	
b) Overpopulation and Environmental Degradation.	The pupil should be able to:  (i) Explain the concepts of over population and environmental degradation.	By using the guest speaker technique the teacher to invite the environmentalists to explain the concepts of over population and environmental degradation.	<ol> <li>Text on the concepts of over -     population and     environmental     degradation.</li> <li>Pictures showing     environmental     problems due to     overpopulation.</li> <li>Braille texts.</li> <li>Films video cassettes on the     effects of overpopulation on     the environment.</li> <li>Tactile pictures.</li> </ol>	Can the pupil:  1. Explain the concept of over population?  2. Explain the concept of environmental degradation?	8

TOPICS/ SUB-TOPICS	SPECIFIC ORIECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES  (ii) Discuss how overpopulation contributes to environmental degradation.	By using the library assignment technique the teacher to guide the pupils to find out how overpopulation leads to environmental degradation.	Literature on the impact of overpopulation on the environment.     Information from the internet on how overpopulation leads to environmental degradation     Texts in Braille notation.	Can the pupil discus how overpopulation leads to environmental degradation?	
c) Migration.	The pupil should be able to:  (i) Explain the concept of migration.	By using the short lecture technique the teacher to guide the pupils to explain the concept of migration.	<ol> <li>Literature on migration.</li> <li>Textbook.</li> <li>Prepared questions on paper.</li> <li>Braille texts and questions.</li> </ol>	Can the pupil explain the concept of migration?	8
	(ii) Explain types of migration.	<ol> <li>The teacher to guide the pupils to read texts on types of migration.</li> <li>By using the group discussion technique the teacher to guide the pupils to explain types of migration.</li> </ol>	<ol> <li>Text on types of migration .</li> <li>Text in Braille notation.</li> </ol>	Can the pupil explain the types of migration?	

TOPICS SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
502 101105	(iii) Discuss the	1. The teacher to guide the	1. Texts on patterns of	Can the pupil	
	patterns of	pupils to read text about	Internal migration.	discuss the	
	internal	patterns of internal	2. Texts in Braille notation	patterns of	
	migration	migration.		internal	
		2. By using the group		migration?	
		discussion technique the			
		teacher to guide the			
		pupils to discuss patterns			
		of internal migration.			
	(iv) Discuss the	By using the guest speaker	1. Texts on causes and impact	Can the pupil:	-
	causes and	technique the teacher to	of internal migration.	1.Discuss the	
	impact of internal	guide the pupils to discuss	2. Texts in Braille notation.	causes of internal	
	migration.	the causes and impact of		migration?	
		internal migration.		2.Discuss the	
				impact of internal	
				migration?	

TOPICS SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
5. ECONOMIC	The pupil should be	By using the library	Text about industrial	Can the pupil	8
ACTIVITIES IN	able to:	assignment technique	development in Kenya.	discuss about	
EAST AFRICA	(i) Discuss about	the teacher to guide the	2. Text in Braille notation.	industrial	
a) Industries in	industrial	pupils to collect	3. Atlas.	development in	
Kenya.	development in	information on industrial	4. Photographs of industrial	Kenya?	
	Kenya.	development in Kenya.	areas in Kenya.		
			5. Tactile maps and pictures.		
		2. By using the group			
		discussion technique the			
		teacher to guide the			
		pupils to discuss			
		industrial development			
		in Kenya.			
	(ii) Explain the	1. The teacher to guide the	1. Texts on the advantages of	Can the pupil	
	advantages	pupils to read texts on the	industries in the	explain the	
	of industries in	advantages of industries in	economy of Kenya.	advantages of	
	the economy of	the economy of Kenya.	2. Text in Braille notation.	industries in the	
	Kenya.			economy of	
	·			Kenya?	
				industries in the	

TOPICS	SPECIFIC		CACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES		CCHNIQUES  Description the group			
		۷.	By using the group			
			discussion technique the			
			teacher to guide the			
			pupils to explain the			
			advantages of industries			
			in the economy of			
			Kenya.			
	(iii) Identify the	1.	The teacher to guide the	1. Text on the problems	Can the pupil	=
	problems		pupils in groups to read	facing industries in Kenya.	identify the	
	facing industries		texts on the problems	2. Text in Braille notation.	problems facing	
	in		facing industries in		industries in	
	Kenya.		Kenya.		Kenya?	
		2.	By using the gallery			
		2.				
			walk technique the			
			teacher to guide the			
			pupils to identify the			
			problems of industries in			
			Kenya.			

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(iv) Explain the impact of	By using the guest speaker	1. Films showing the	Can the pupils	
	industries on the	technique the teacher to guide the	impact of	explain the impact	
	environment.	pupils to explain the impact of	industries on the	of industries on the	
		industries on the environment.	environment.	environment?	
			2. Textbook.		
			3. Textbook in Braille		
			notation.		
			4. Photographs.		
			5. Tactile pictures.		
b) Agriculture	The pupil should be able	1. The teacher to guide pupils to	1. Atlases	Can the pupil	6
in Uganda.	to:	read texts on major food and	2. Map of Uganda	outline the major	
	(i) Outline the major food	cash crops in Uganda.	3. Textbook	crops which are	
	and cash crops in	2. By using the group discussion	4. Textbook in Braille	grown in Uganda?	
	Uganda and their	technique the teacher to guide	notation.		
	location.	pupils to outline the major food	5. Tactile maps of		
		crops and cash crops in Uganda.	Uganda.		
	(ii) Locate the areas where	1. The teacher to guide the pupils to	1. Tracing paper	Can the pupils	=
	the major cash crops	study maps of Uganda showing	2. Atlases	locate the areas	
	and food crops are	the location of major food crops		where major cash	
	grown in Uganda.	and cash crops.		crops and food	
				crops are grown in	
				Uganda?	

TOPICS/	SPECIFIC	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	(iii) Discuss the importance of the agricultural activities to the economy of Uganda.	2. By using the drawing technique the teacher to guide the pupils to draw and locate areas where major cash crops and food crops are grown in Uganda.  By using the group discussion technique the teacher to guide the pupils to discuss the importance of the agricultural activities to the economy of Uganda.	<ol> <li>Map of Uganda on the location of crops.</li> <li>Drawing materials.</li> <li>Braille machine.</li> <li>Tactile maps.</li> <li>Maps of Uganda showing agricultural activities.</li> <li>Atlases.</li> <li>Tactile maps.</li> </ol>	Can the pupil discuss the importance of agricultural activities to the economy of Uganda?	
c) Transport in  East Africa.	The pupil should be able to:  (i) Describe forms of transport in East Africa.	<ol> <li>Using sketch maps showing the forms of transport in East Africa the teacher to guide the pupils to describe East African forms of transport.</li> <li>By using the drawing technique the teacher to guide the pupils to draw a map showing the major forms of transport in East Africa.</li> </ol>	<ol> <li>Maps of East         Africa showing             transport network.     </li> <li>Tracing paper.</li> <li>Drawing materials.</li> <li>Atlases.</li> <li>Tactile maps.</li> <li>Braille machine.</li> </ol>	Can the pupil describe forms of transport in East Africa?	6

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(ii) Discuss the	By using the group discussion	1. Textbook.	Can the pupil	
	importance of transport in	technique the teacher to guide the	2. Textbook in Braille	discuss the	
	East Africa.	pupils to discuss the importance of	notation.	importance of	
		transport in East Africa.		transport in East	
				Africa?	
6. NATURAL	The pupil should be able	1. Using the map of Tanzania the	1. Maps of Tanzania	Can the pupils	8
	to:	teacher to guide the pupils to	showing areas	locate the areas	
RESOURCES	i) Locate the areas where	show areas where natural gas is	where natural gas	where natural gas is	
IN AFRICA	natural gas is obtained	obtained.	is obtained.	obtained in	
a) Gas in	in Tanzania.		2. Drawing materials.	Tanzania?	
Tanzania.		2. By using the drawing technique	3. Tactile map.		
		the teacher to guide the pupils to	4. Braille machine.		
		draw and locate areas where gas			
		is obtained in Tanzania.			
	(ii) Explain the advantages	By using the group discussion	1. Textbook	Can the pupil	
	of natural gas to the	technique the teacher to guide the	2. Textbook in Braille	explain the	
	economy of Tanzania.	pupils to explain the advantages of	notation.	advantages of	
		natural gas to the economy of		natural gas to the	
		Tanzania.		economy of	
				Tanzania?	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	(iii) Discuss the effects of	TECHNIQUES  By using the guest speaker	1. Photographs.	Can the pupil	
	extraction of natural	technique the teacher to guide the	2. Pictures showing	discuss the effects	
	gas on the	pupils to discuss the effects of	the effects of the	of the extraction of	
	environment.	extraction of natural gas on the	extraction of	natural gas on the	
		environment.	natural gas on the	environment?	
			environment.		
			3. Textbook.		
			4. Textbook in Braille		
			notation.		
			5. Tactile pictures.		
b) Petroleum	The pupil should be able	Using the map of Uganda the	1. Tracing paper.	Can the pupil locate	8
in Uganda.	to:	teacher to guide the pupils to show	2. Drawing materials	the areas where	
	(i) Locate the areas where	areas where petroleum is obtained	3. Map of Uganda.	petroleum is	
	petroleum is obtained in	in Uganda.	4. Atlases.	obtained in	
	Uganda.	2. By using the drawing technique the	5. Braille machine.	Uganda?	
		teacher to guide the pupils to draw	6. Tactile maps.		
		and locate areas where petroleum is found in Uganda.			
	(ii) Discuss the	By using the think, pair share	1. Text on petroleum.	Can the pupil discuss	
	advantages of	technique the teacher to lead the	2. Braille text.	the advantages of	
	Petroleum to the	pupils to discuss the advantages of	2. Diame text.	petroleum to the	
	economy of Uganda.	petroleum to the economy of		economy of Uganda?	
	economy or Oganda.	Uganda.			

TOPICS/	SPECIFIC OBJECTIVES	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	(iii) Discuss the effects of extraction of petroleum on the environment.	By using the assignment technique the teacher to guide the pupils to discuss the effects of extraction of petroleum on the environment.	<ol> <li>Film /video cassettes showing         effects of         extraction of         petroleum.</li> <li>Text on the impact         of the extraction         of petroleum on         the environment.</li> <li>Text in Braille         notation.</li> </ol>	Can the pupil discuss the effects of extraction of petroleum on the environment?	
c) Copper in Zambia.	The pupil should be able to  (i) Locate the areas  where copper is  obtained in Zambia.	<ol> <li>Using the map of Zambia the teacher to guide the pupils to show the areas where copper is obtained.</li> <li>By using the drawing technique the teacher to guide the pupils to draw and locate the copper belt in Zambia.</li> </ol>	<ol> <li>Map of Zambia showing the copper belt.</li> <li>Drawing materials.</li> <li>Atlases.</li> <li>Tactile maps.</li> </ol>	Can the pupil locate the areas where copper is obtained in Zambia?	8

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/AIDS	ASSESSMENT	PERIODS
<b>SUB-TOPICS</b>	OBJECTIVES	TECHNIQUES			
	(ii) Explain the advantages	By using the group discussion	1. Text on the	Can the student	
	of copper to the	technique the teacher to guide	advantages of	explain the	
	economy of Zambia.	the pupils to explain the	copper.	advantages of	
		advantages of copper to the	2. Text in Braille	copper to the	
		economy of Zambia.	notation.	economy of	
				Zambia?	
	(iii) Discuss the effects of	By using the think – pair	1. Texts on the effects	Can the pupil	
	extraction of copper on	share technique the teacher	of extraction of	discuss the	
	the environment.	to guide the pupils to discuss	copper on the	effects of	
		the effects of extraction of	environment.	extraction of	
		copper on the environment.	2. Texts in Braille	copper on the	
			notation.	environment?	
			3. Films/ video		
			cassettes		
			4. Photographs.		
			5. Tactile pictures.		