



THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

GEOGRAPHY SYLLABUS

FOR PRIMARY SCHOOLS

STANDARD V-VI

2009

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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 pre-primary 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:-

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

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

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.

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
1. MAPS. a) Concept of Maps.	The pupil should be able to explain the meaning of a map.	1. By using the short lecture technique the teacher to guide the pupils 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.	1. Simple topographical maps. 2. Statistical maps. 3. Tactile maps.	Can the pupil explain the meaning of a map?	1
b) Types of Maps.	The pupil should be able to: (i) Mention 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.	1. Simple topographical maps. 2. Statistical maps. 3. Tactile maps.	Can the pupil mention types of maps?	3
	ii) Differentiate the types of maps.	By using the group discussion technique the teacher to guide the pupils to differentiate the types of maps.	1. Simple topographical maps. 2. Statistical map. 3. Tactile maps.	Can the pupil differentiate the types of maps?	
c) Scale and its Uses.	The pupils should be able to: i) Explain the meaning of scale.	1. By using the short lecture technique the teacher to guide the pupils to explain the meaning of scale. 2. By using the brainstorming technique the teacher to guide the pupils to explain the meaning of scale.	1. Topographical maps. 2. Texts on maps work. 3. Tactile maps.	Can the pupil explain the meaning of scale?	3

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(ii) Mention the types of scale.	By using the short lecture technique the teacher to guide the pupils to mention the types of scale.	1. Topographical maps. 2. Texts on map work. 3. Tactile maps.	Can the pupil mention the types of scale?	
	(iii) Explain the uses of Scale.	1. By using the think pair share technique the teacher to guide the pupils to explain the uses of scale. 2. By using the drawing technique the teacher to guide the pupils to draw the scale.	1. Simple topographical maps. 2. Text on map work. 3. Tactile maps. 4. Charts. 5. Pencil. 6. Ruler. 7. Graph paper. 8. Paper. 9. Threads. 10. Tactile charts.	Can the pupil explain the uses of scale?	
d) Direction.	The pupil should be able to: (i) Mention the eight cardinal points.	By using the demonstration technique the teacher to guide the pupils to mention the eight cardinal points.	1. Charts. 2. Compass. 3. Simple topographical maps. 4. Tactile charts. 5. Ruler. 6. Tactile maps.	Can the pupil mention the eight cardinal points?	3
	(ii) Draw the compass bearing.	By using the drawing technique the teacher to guide the pupils to draw the	1. Paper. 2. Compass.	Can the pupil: 1. Draw the	

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

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(iv) Explain the effects of tides.	<ol style="list-style-type: none"> 1. By using field trip technique the teacher to guide the pupils to explain the effects of tides. 2. By using the group discussion technique the teacher to guide the pupils to explain the effects of tides 	<ol style="list-style-type: none"> 1. Sea and ocean 2. Photographs on effects of tides. 3. Charts on the effects of tides. 4. Tactile charts on the effects of tides. 	Can the pupil explain the effects of tides?	

TOPICS/ SUB- TOPICS	SPCECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
f) Seasons.	(i) List down the world seasons.	By using the library research technique the teacher to guide the pupils to list down the world seasons.	<ol style="list-style-type: none"> 1. Charts on world seasons. 2. Text on world seasons. 3. Atlases. 4. Tactile charts on world seasons. 5. Text on world season in Braille notation. 6. Tactile diagrams on world seasons. 	Can the pupil list down the world seasons?	4
	(ii) Draw the zones of world seasons.	By using the drawing technique the teacher to guide the pupils to draw the zones of world seasons.	<ol style="list-style-type: none"> 1. Tracing paper. 2. Charts. 3. Atlases. 4. Tactile drawings zones of world seasons. 5. Drawings/pictures on zones of world seasons. 	Can the pupil draw the zones of world seasons?	

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(ii) Identify the climatic regions of Zanzibar	<ol style="list-style-type: none"> 1. The teacher to guide the pupils to read texts on Zanzibar's climatic zones . 2. By using the brainstorming technique the teacher to lead the pupils to identify the climatic regions of Zanzibar. 	<ol style="list-style-type: none"> 1. Wall maps. 2. Atlas. 3. Textbook. 4. Textbook in Braille notation. 5. Tactile maps. 	Can the pupil identify the climatic regions of Zanzibar?	
	(iii) Explain the impact of climate change on human activities.	<ol style="list-style-type: none"> 1. By using the field trip technique the teacher to lead the pupils to explain the impact of climatic change on human activities. 2. By using the group discussion technique the teacher to guide the pupils to explain the impact of climatic change on human activities. 	<ol style="list-style-type: none"> 1. Photographs. 2. Films. 3. Actual environment. 4. Tactile photographs. 	Can the pupil explain the impact of climatic change on human activities?	

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
		<p>identify types of life stock keeping practiced in Zanzibar.</p> <p>3. By using group discussion technique the teacher to guide the pupils to identify areas where life stock keeping is practiced in Zanzibar.</p> <p>4. By using drawing technique the teacher to lead the pupils to draw and locate the areas where life stock keeping is practiced in Zanzibar.</p>	<p>Zanzibar.</p> <p>6. Texts in Braille notation.</p> <p>7. Braille machine.</p> <p>8. Tactile maps.</p>		
	(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.	<p>1. Textbook.</p> <p>2. Charts.</p> <p>3. Braille texts.</p> <p>5. Tactile charts.</p>	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 tourist attractions in Zanzibar.	<ol style="list-style-type: none"> 1. By using the discussion technique the teacher to guide the pupils to identify major tourist attractions in Zanzibar. 2. By using the drawing technique the teacher to lead the pupils to draw and locate major tourist attractions in Zanzibar. 	<ol style="list-style-type: none"> 1. Zanzibar Atlas. 2. Wall maps. 3. Photographs. 4. Magazines. 5. Tourist guides 6. Tactile maps. 7. Braille texts. 8. Tracing papers. 9. Drawing materials. 10. Magazine cuttings in Braille notation. 	Can the pupil identify the major tourist attractions in Zanzibar?	
	(viii) Explain the importance of tourism to the economy of Zanzibar.	<ol style="list-style-type: none"> 1. By using field trip technique the teacher to guide the pupils to explain of tourism to the economic of Zanzibar. 2. By using the discussion technique the teacher to guide the pupils to explain the importance of tourism to the economy of Zanzibar. 	<ol style="list-style-type: none"> 1. Literature on the importance of tourism to the economy of Zanzibar. 2. Textbook. 3. Films. 4. Tourist guides. 5. Statistical data showing tourism's contribution to the 	Can the pupil explain the importance of tourism to the economy of Zanzibar?	

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
b) Mining, Fishing Agriculture, Tourism and Industries in Mainland Tanzania and their Impact on the Environment.	The pupil should be able to: (i) Mention the economic activities in Mainland Tanzania.	1. 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.	1. Textbook. 2. Written documents. 3. Textbook in Braille notation. 4. Prepared questions on paper.	Can the pupil mention the economic activities in Mainland Tanzania?	4
	(ii) Identify the areas where different economic activities are practiced 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.	1. Tracing paper 2. Tanzania Atlas. 3. Tactile map. 4. Drawing materials. 5. Braille machine.	Can the pupil 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.	By using the group discussion technique the teacher to lead the pupils to explain the impact of economic activities on the environment in Mainland Tanzania.	1. Photographs. 2. Written documents. 3. Textbook. 4. Textbook in Braille notation. 5. Films	Can the pupil explain the impact of the economic activities on the environment in Mainland Tanzania?	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
7.NATURAL RESOURCES IN AFRICA a) Concept of Natural Resources.	The pupil should be able to: (i) Explain the meaning of natural resources.	1. By using the short lecture technique the teacher to guide the pupils to explain the meaning of natural resources.	1. Textbook. 2. Magazines. 3. Written documents. 4. Braille texts. 5. Prepared questions on paper. 6. Questions in Braille.	Can the pupil explain the meaning of natural resources.	4
	(ii) List down natural resources in Africa.	1. 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 parts of Africa.	1. Textbook. 2. Magazines. 3. Documents on natural resources in Africa. 4. Tactile map. 5. Wall map of Africa. 6. Textbook in Braille notation.	Can the pupil list down the natural resources in Africa?	

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

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.	1. The teacher to guide the pupils to read texts on renewable and non-renewable resources in Mainland Tanzania. 2. By using the group discussion technique the teacher to guide the pupils to list down the renewable and non-renewable resources in Mainland Tanzania.	1. Textbook. 2. Written documents. 3. Textbook in Braille notation 4. Prepared questions on paper. 5. Questions in Braille.	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.	1. Zanzibar Atlas. 2. Textbook. 3. Wall map. 4. Drawing materials. 5. Braille texts. 6. Textbook in Braille notation. 7. Braille machine.	Can the pupil locate the various natural resources in Mainland Tanzania?	

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
.d) Map Interpretation.	The pupil should be able to: (i) Explain the concept of map interpretation.	By using the short lecture technique the teacher to guide the pupils to explain the concept of map interpretation.	1. Topographical maps. 2. Written documents. 3. Documents in Braille notation.	Can the pupil explain he concept of map interpretation?	6
	(ii) List the steps of Map interpretation	By using the short lecture technique the teacher to guide the pupils to list the steps of map interpretation.	1. Texts on map interpretation. 2. Texts in Braille notion. 3. Topographical maps.	Can the pupil list steps of map interpretation?	
	(iii) Interpret maps.	1. The teacher to guide pupils in groups to read texts on map interpretation 2. By using different maps the teacher to guide groups of pupils to interpret maps.	1. Topographical maps. 2. Texts on map interpretation in Braille notation. 3. Text on map interpretation. 4. Tactile maps.	Can the pupil interpret maps?	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
e)Geographical Information System (GIS)	The pupil should be able to: (i) Explain the concept of geographical information system (GIS).	By using the short lecture technique the teacher to guide the pupils to explain the concept of geographical information system (GIS).	<ol style="list-style-type: none"> 1. Internet. 2. Computers. 3. Written documents on GIS. 4. Braille text. 5. Textbook. 6. Textbook in Braille notation. 	Can the pupil explain the concept of geographical information system (GIS)?	6
	(ii) Access various geographical information in GIS.	By using the internet the teacher to lead the pupils to access various geographical information in GIS.	<ol style="list-style-type: none"> 1. Computer with internet access. 2. Charts on types of information in GIS. 3. Written documents on GIS. 4. Texts and charts in Braille notation. 	Can the pupils access various geographical information in GIS?	
	(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 style="list-style-type: none"> 1. Computer with internet access. 2. Charts on types of information in GIS. 3. Written documents on GIS. 4. Texts and charts in Braille 	Can the pupil discuss the uses of information obtained in GIS?	

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
			notation.		
2. CONTINENTS AND THE OCEANS (a) The World Continents.	The pupil should be able to: (i) Mention the continents of the world.	By using a wall map and globe the teacher to guide the pupils to mention the continents of the world.	1. World wall map. 2. Globe. 3. Atlas. 4. Tactile world map.	Can the pupil mention the continents of the world?	9
	(ii) 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.	1. Tracing paper. 2. Globe. 3. Drawing materials. 4. World map. 5. Braille machine.	Can the pupil 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 locate major mountains, plateaus, valleys, rivers and lakes of the word.	1. Word wall map. 2. Globe 3. Atlas 4. Tactile world map. 5. Tracing paper 6. Drawing materials 7. Braille machine	Can the pupil: 1) Identify the major mountains, plateaus, valleys, rivers and lakes of the word. 2) Locate the major mountains, plateaus, valleys, rivers and lakes of the word.	

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

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

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

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	(iii) Explain the importance of world vegetation.	1. By using the library assignment 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.	1. World vegetation map. 2. Globe. 3. Films on world vegetation. 4. Literature on vegetation. 5. Atlas. 6. Tactile map. 7. Computer with internet. 8. Text in Braille notation.	Can the pupil explain the importance of world vegetation?	
4. POPULATION AND ENVIRONMENT a) Rapid Population Growth.	The pupil should be able to : (i) Explain the concept of rapid population growth.	By using the short lecture technique the teacher to guide the pupils to explain the concept of rapid population growth.	1. Films on rapid population growth. 2. Charts showing population growth. 3. Charts in Braille notation.	Can the pupil explain the concept of rapid population growth?	6
	(ii) Discuss the causes of rapid population growth.	1. 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 rapid population growth.	1. Texts on causes of rapid population growth. 2. Braille texts.	Can the pupil discuss the causes of rapid population growth?	

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	(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.	1. Texts on effects of rapid population growth. 2. Braille texts.	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.	1. Text on the concepts of over - population and environmental degradation. 2. Pictures showing environmental problems due to overpopulation. 3. Braille texts. 4. Films video cassettes on the effects of overpopulation on the environment. 5. Tactile pictures.	Can the pupil: 1. Explain the concept of over population? 2. Explain the concept of environmental degradation?	8

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING TECHNIQUES	MATERIALS/AIDS	ASSESSMENT	PERIODS
	(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.	1. Literature on the impact of overpopulation on the environment. 2. Information from the internet on how overpopulation leads to environmental degradation 3. Texts in Braille notation.	Can the pupil discuss 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.	1. Literature on migration. 2. Textbook. 3. Prepared questions on paper. 4. Braille texts and questions.	Can the pupil explain the concept of migration?	8
	(ii) Explain types of migration.	1. The teacher to guide the pupils to read texts on types of migration. 2. By using the group discussion technique the teacher to guide the pupils to explain types of migration.	1. Text on types of migration . 2. Text in Braille notation.	Can the pupil explain the types of migration?	

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	(iii) Discuss the patterns of internal migration	<ol style="list-style-type: none"> 1. The teacher to guide the pupils to read text about patterns of internal migration. 2. By using the group discussion technique the teacher to guide the pupils to discuss patterns of internal migration. 	<ol style="list-style-type: none"> 1. Texts on patterns of Internal migration. 2. Texts in Braille notation 	Can the pupil discuss the patterns of internal migration?	
	(iv) Discuss the causes and impact of internal migration.	By using the guest speaker technique the teacher to guide the pupils to discuss the causes and impact of internal migration.	<ol style="list-style-type: none"> 1. Texts on causes and impact of internal migration. 2. Texts in Braille notation. 	Can the pupil: 1. Discuss the causes of internal migration? 2. Discuss the impact of internal migration?	

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

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		2. 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 problems facing industries in Kenya.	1. The teacher to guide the pupils in groups to read texts on the problems facing industries in Kenya. 2. By using the gallery walk technique the teacher to guide the pupils to identify the problems of industries in Kenya.	1. Text on the problems facing industries in Kenya. 2. Text in Braille notation.	Can the pupil identify the problems facing industries in Kenya?	

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	(iv) Explain the impact of industries on the environment.	By using the guest speaker technique the teacher to guide the pupils to explain the impact of industries on the environment.	<ol style="list-style-type: none"> 1. Films showing the impact of industries on the environment. 2. Textbook. 3. Textbook in Braille notation. 4. Photographs. 5. Tactile pictures. 	Can the pupils explain the impact of industries on the environment?	
b) Agriculture in Uganda.	The pupil should be able to: (i) Outline the major food and cash crops in Uganda and their location.	<ol style="list-style-type: none"> 1. The teacher to guide pupils to read texts on major food and cash crops in Uganda. 2. By using the group discussion technique the teacher to guide pupils to outline the major food crops and cash crops in Uganda. 	<ol style="list-style-type: none"> 1. Atlases 2. Map of Uganda 3. Textbook 4. Textbook in Braille notation. 5. Tactile maps of Uganda. 	Can the pupil outline the major crops which are grown in Uganda?	6
	(ii) Locate the areas where the major cash crops and food crops are grown in Uganda.	1. The teacher to guide the pupils to study maps of Uganda showing the location of major food crops and cash crops.	<ol style="list-style-type: none"> 1. Tracing paper 2. Atlases 	Can the pupils locate the areas where major cash crops and food crops are grown in Uganda?	

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		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.	3. Map of Uganda on the location of crops. 4. Drawing materials. 5. Braille machine. 6. Tactile maps.		
	(iii) Discuss the importance of the agricultural activities to the economy of 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.	1. Maps of Uganda showing agricultural activities. 2. Atlases. 3. Tactile maps.	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.	1. Using sketch maps showing the forms of transport in East Africa the teacher to guide the pupils to describe East African forms of transport. 2. By using the drawing technique the teacher to guide the pupils to draw a map showing the major forms of transport in East Africa.	1. Maps of East Africa showing transport network. 2. Tracing paper. 3. Drawing materials. 4. Atlases. 5. Tactile maps. 6. Braille machine.	Can the pupil describe forms of transport in East Africa?	6

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

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	(iii) Discuss the effects of extraction of natural gas on the environment.	By using the guest speaker technique the teacher to guide the pupils to discuss the effects of extraction of natural gas on the environment.	<ol style="list-style-type: none"> 1. Photographs. 2. Pictures showing the effects of the extraction of natural gas on the environment. 3. Textbook. 4. Textbook in Braille notation. 5. Tactile pictures. 	Can the pupil discuss the effects of the extraction of natural gas on the environment?	
b) Petroleum in Uganda.	The pupil should be able to: (i) Locate the areas where petroleum is obtained in Uganda.	<ol style="list-style-type: none"> 1. Using the map of Uganda the teacher to guide the pupils to show areas where petroleum is obtained in Uganda. 2. By using the drawing technique the teacher to guide the pupils to draw and locate areas where petroleum is found in Uganda. 	<ol style="list-style-type: none"> 1. Tracing paper. 2. Drawing materials 3. Map of Uganda. 4. Atlases. 5. Braille machine. 6. Tactile maps. 	Can the pupil locate the areas where petroleum is obtained in Uganda?	8
	(ii) Discuss the advantages of Petroleum to the economy of Uganda.	By using the think, pair share technique the teacher to lead the pupils to discuss the advantages of petroleum to the economy of Uganda.	<ol style="list-style-type: none"> 1. Text on petroleum. 2. Braille text. 	Can the pupil discuss the advantages of petroleum to the economy of Uganda?	

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	(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 style="list-style-type: none"> 1. Film /video cassettes showing effects of extraction of petroleum. 2. Text on the impact of the extraction of petroleum on the environment. 3. Text in Braille notation. 	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 style="list-style-type: none"> 1. Using the map of Zambia the teacher to guide the pupils to show the areas where copper is obtained. 2. By using the drawing technique the teacher to guide the pupils to draw and locate the copper belt in Zambia. 	<ol style="list-style-type: none"> 1. Map of Zambia showing the copper belt. 2. Drawing materials. 3. Atlases. 4. Tactile maps. 	Can the pupil locate the areas where copper is obtained in Zambia?	8

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	(ii) Explain the advantages of copper to the economy of Zambia.	By using the group discussion technique the teacher to guide the pupils to explain the advantages of copper to the economy of Zambia.	1. Text on the advantages of copper. 2. Text in Braille notation.	Can the student explain the advantages of copper to the economy of Zambia?	
	(iii) Discuss the effects of extraction of copper on the environment.	By using the think – pair share technique the teacher to guide the pupils to discuss the effects of extraction of copper on the environment.	1. Texts on the effects of extraction of copper on the environment. 2. Texts in Braille notation. 3. Films/ video cassettes 4. Photographs. 5. Tactile pictures.	Can the pupil discuss the effects of extraction of copper on the environment?	