

REPUBLIC OF RWANDA



**MINISTRY OF EDUCATION *NATIONAL CURRICULUM
DEVELOPMENT CENTRE***
B.P. 608 KIGALI

ORDINARY LEVEL GEOGRAPHY CURRICULUM FOR RWANDA

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ORDINARY LEVEL GEOGRAPHY CURRICULUM FOR RWANDA.

I. GENERAL INTRODUCTION

Geography is one of the disciplines that are concerned with the real world in which students live and therefore capable of raising questions and developing skills, knowledge which are seen to be relevant to their present and future lives. This programme is designed for students who have completed primary level of education and pursuing the lower secondary school level of Education. It also lays a strong foundation for students wishing to pursue Geography at upper (advanced secondary level and other institutions of higher learning).

The purpose of this New O'level Geography curriculum is to help learners to understand the physical and social environment in which they are growing up and appreciate diversities/differences and similarities in their communities, country, region, continent and the world

The new Geography curriculum will enable both teachers and learners learn how to teach or learn and develop a variety of functional and sustainable knowledge, skills, and experiences which will help them develop into citizens with positive attitude in particular , a sense of curiosity, creativity, capacity and ability to fit in the local ,national, and international community.

The Geography curriculum has been revised and broadened for the purpose of extending the learners' knowledge, sharpen their intellectual capacities, strengthen their study skills and to incorporate the strategic Development plan for Rwanda found in the National poverty reduction plan(strategy) (Vision 2020) and above all realize the objectives of Rwanda government Education Sector.

The programme is also aimed at developing in students a critical thinking mind that will enable them participate in the development of their country and to face major present challenges like HIV / AIDS, Environment, Overpopulation, and Gender.

In general, this programme gives prior learning to the students that will resume geographical studies in the advanced level in either sections i.e. Human sciences, sciences, (Mathematics-Physics, Biology-Chemistry), Languages and Teacher Training. For those students that will stop geographical studies at O'level, this programme will give them a good opening on the problems of Rwanda and the world.

II. GENERAL ORIENTATION

The knowledge of the environment is the main objective of teaching geography. In the ordinary level, learners need to understand physical and human aspects in their environment and over the world.

Thus, by help of field studies and case studies, the teacher will help students to understand problems associated with human and physical aspects in their environment, country and in the world. The students will acquire skills and behaviours facing the problems related to population, environment, economic activities, and settlements.

The structure of this programme:

- **In senior one:** The syllabus mainly covers physical and practical geography. This includes the knowledge of the Earth, weather, climate, relief, landforms, vegetation, drainage and map work. This will provide a strong background to geography students and help them to draw attention on all the main components of the physical environment as well as on the associated interrelationships between human environment
- **In senior two:** the syllabus covers topics like the internal and external structure of the earth, Earth movements, internal and external geomorphologic processes, Human and economic aspects based on Africa and Europe.
- **In senior three:** The syllabus covers the Geography of Rwanda both physical, human and Economic aspects, Development case studies outside Africa i.e. in America, Europe, Asia, Map work, and photograph interpretation.

Each chapter has a duration period to cover it. This duration will help the teacher to teach with in a give time Interval.

NOTE:

Owing to the limited time as compared to quantity of the Ordinary level Geography National curriculum content, the Geography department in schools in Rwanda should take note of the **CHANGES** made in this revised curricula as far as teaching **DEVELOPMENT CASE STUDIES** outside Africa are concerned. The Geography department should select the **OPTION** to take and teach through out the Ordinary level course as indicated in the table below. The changes made are meant to create more time so as to cover the topics under study in a more detailed and effective manner. Each **OPTION** should include case studies from at least **THREE** continents outside Africa.

Development case studies	Option One	Option Two	Option Three
	Europe	Asia	Oceania
	Asia	America	Europe
	Oceania	Oceania	America
Case studies fore gone	America	Europe	Asia

III. GENERAL OBJECTIVES FOR ORDINARY LEVEL

By the end of ordinary level, students should be able to;

1. Have a sense of observation, curiosity and search for geographical truth
2. Appreciate the interdependence between elements of physical, human and Economic Geography.
3. Have human feelings of solidarity and an understanding of the need for co-existence of societies in development.
4. Compare, evaluate and understand the consequences of different alternatives for resource use and resource economy in Rwanda and around the world
5. Collect, read and interpret geographical data from geographical sources like maps, statistical data, aerial and satellite photographs, field study etc.
6. Have knowledge of the geo-biosphere's constituents (surroundings e.g. bed rock, soils, water, air, vegetation and topography) and how they are necessary for human life

IV. MAIN COMPONENTS OF THE ORDINARY LEVEL GEOGRAPHY CURRICULUM:

SPECIFIC OBJECTIVES:

This part/column highlights reasons or the purpose for instruction of a given topic or content to a given class or age in a given period of time. These objectives are classroom or behavioural objectives which stipulates what is expected from a learner after instruction of a given content. Thus these good specific objectives reflect the following;

- They are framed in such a way that, the students discover why, account for, are led to discover relationships, or to find out why, etc. Such well framed objectives ensure that children are thinking for themselves rather than being recipients of facts or conclusions made by the teacher before the lesson.
- The specific objectives are precisely and clearly stated using appropriate and meaningful terminologies. They are also commensurate with the age and ability of the class.
- They are related to the actual competencies or skills or related to changes in one's behaviour expected after being exposed to a certain learning experience in a teaching and learning experience.

CONTENT

The ordinary level Geography curriculum content covers various aspects in physical Geography .e.g. The structure of the Earth, Landform formation processes and resultant features/ consequences, Human geography of Africa, The Geography of Rwanda, Practical geography e.g. Map work, Photograph interpretation, Development case studies outside Africa e.g. Europe, America and Asia. This content is aimed at exposing to students the experiences and challenges we have in this world such that they can devise and develop means in terms of knowledge, skills, to face the above challenges and provide solutions that will ensure sustainable development in our area, country, region, and continent.

TEACHING AND LEARNING ACTIVITIES/ METHODOLOGY

This part of the ordinary level Geography curriculum tries to give a broader view of what is expected of both the instructor (teacher) and the learner (student) during the process of learning and teaching. The activities cited therein are based on a research on how people/student learn and remember best.

People learn in many ways through different types of activities. These activities include;

Hearing, seeing, reading, discussing, manipulating, observing, experimenting and participating. It is evident that learners respond to these stimuli differently. Some learners can listen to a lecture/lesson and remember a great deal others seem to achieve more learning from reading .Most if not all learn better from direct experience and participation.

The illustration below shows in summary when and how students learn and remember more easily;

Learners (students) learn and remember;

10% of what they hear

15% of what they say

20% of what they see and hear

40% of what they discuss with others

80% of what they experience directly or through practical work/experience

90% of what they attempt to teach others involving practical activities

In short, all the teaching and learning activities in this Geography programme include, seeing Hearing, discussion, practice, experience, project and experimentation. The above activities are facilitated by the following instructional methods;

- Explanation and clarity of Speech
- Questioning technique
- Field study/ project work
- Discussion
- Inquiry based instruction
- Discovery method
- Demonstration, Role play etc

However, the learning and teaching activities and methods of teaching proposed in this programme are just mere examples. The teacher will search other activities and methods related and in line with his/her teaching environment and imagination depending on what best suits a given topic so as to make teaching and learning effective and efficient.

V. YEAR ONE GEOGRAPHY SYLLABUS

A. YEAR ONE GENERAL OBJECTIVES

By the end of senior one, students should be able to:

1. Distinguish and appreciate different observable geographical elements.
2. Acquire knowledge of the earth and other physical elements like relief, climate, vegetation
3. Mention the relationship between each physical element and human activities
4. Use adequately main concepts of physical geography
5. Read and identify the elements of a map and interpret data

B. SYLLABUS DETAILS

GENERAL PHYSICAL GEOGRAPHY

Duration: 2 periods

SPECIFIC OBJECTIVES	CONTENT	LEARNING / TEACHING ACTIVITIES
<p>The students must be able to:</p> <ul style="list-style-type: none"> -Define Geography -Explain the main branches of Geography and its importance - Explain the relationships between geography and other scientific subjects - Distinguish the different sources of geographical information. 	<p>INTRODUCTION TO GEOGRAPHY.</p> <ol style="list-style-type: none"> 1. Definition of Geography, Main branches of geography and importance of geography 2. Sources of obtaining geographical information/data (maps, atlas, Text books, journal, photos, images, satellites, Internet) 3. Relationship between geography and other scientific /Art subjects 	<ul style="list-style-type: none"> - Make students observe the Landscape and other features outside the classroom. - Guide the learners to give a correct definition and show the learners different sources of geographical information by allowing them to observe and touch

CHAPTER. I UNDERSTANDING THE EARTH

Duration: 14 periods

<ul style="list-style-type: none"> -Locate the Earth on the universe/solar system - Distinguish between solar system components - Define galaxy constellation and Solar system. - Explain the elements of the Earth system - Explain the difference between the Earth and other planets - Discribe the structure of the Earth. 	<p>1. The Earth and Universe</p> <p>a) Introduction.</p> <ul style="list-style-type: none"> - The moon: Earth’s satellite; Phases of the Moon. - Solar system (sun, planets, satellites) - Eclipse i.e Eclipse of the moon and eclipse of the sun - Galaxy (group of stars); constellations <p>b) The characteristic of the earth</p> <ul style="list-style-type: none"> - Elements of the Earth system i.e atmosphere, biosphere, lithosphere,hydrospher - The uniqueness of the Earth from other planets - Shape, size and positions of places on the Earth 	<ul style="list-style-type: none"> - Ask learners to mention features they see at night and during the day time - Help learners to distinguish between such Features, planets and other heavenly bodies - Use the illustrations, sketch diagrams, e.g. in the Geographical atlas to explain the meaning of Solar system and show position of planets from the sun. - Diagrams and photos should be used to show planets in the solar system. - By help of brain storming, students should give elements of Earth parts e.g. Lithosphere, Biosphere, Hydrosphere and give components of each element according to each Earth part - Give an illustration/ diagram of the Earth’s structure and indicate the components - By help of sketch or globe, students should identify the shape and indicate the size of the Earth
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CHAPTER II. THE RELIEF

Duration: 4 periods

<ul style="list-style-type: none"> - Explain the slope and altitude. - Describe and explain different relief features - Suggest the relationship between relief and human activities 	<ol style="list-style-type: none"> 1. a) Definition of relief <ul style="list-style-type: none"> b) The notion of slope (steep/gently), contour interval (difference in height level and altitude.) 2. Forms of relief <ul style="list-style-type: none"> a) Relief features on the continent: plains, plateau, mountains/ridges, valleys, depressions/ basins. b) Marine relief features <ul style="list-style-type: none"> - Continental platform - Continental slope - Ocean floor (ocean ridges, the ocean deep) 3. Relationship between the relief and human activities. 	<ul style="list-style-type: none"> - Take a field study to see the nature of the Landscape i.e. slope/steep, gentle, flat - Explain concepts like contour interval , latitude, slope and different relief land forms to students - Observe different landforms features and ask students to name and differentiate between features. - Illustrate and explain different forms of relief. - Use photographs, diagrams to show marine relief features. - Guide students to form small groups and discuss the relationship between relief and human activities.
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CHAPTER III. WEATHER AND CLIMATE

Duration: 20 periods

<ul style="list-style-type: none"> - Explain elements of Weather and Climate - Describe main zones/ layers of the atmosphere. - Identify the elements of the atmosphere. - Give the importance of the atmosphere - Explain how to measure temperature - Calculate temperature values - Explain the factors for temperature variation. - Explain the process of water cycle - Distinguish between different types of rainfall/precipitation 	<p style="text-align: center;">WEATHER AND CLIMATE</p> <ol style="list-style-type: none"> 1. Introduction to Weather and climate 2. Atmosphere : - definition <ul style="list-style-type: none"> - structure and composition - Importance of the atmosphere - Elements of weather - Weather station 3. The elements of climate <ul style="list-style-type: none"> ➤ Temperature <ul style="list-style-type: none"> - definition and measurement instruments - calculation of average Temperature - calculation of temperature range - Factors for temperature variation ➤ Precipitation/ Rainfall <ul style="list-style-type: none"> - definition and measurement instrument - Water cycle and the processes i.e Evaporation, Condensation, Transpiration, run-offs, Infiltration. - types of precipitation/Rainfall 	<ul style="list-style-type: none"> - Ask students to go outside class and study the state of the weather e.g. the state of temperature, atmosphere, rainy, fog, mist, sunshine and explain the meaning, elements of weather. - Use an illustration to explain the layers of the atmosphere and give the role of each layer - Visit a weather station and give chance to learners to demonstrate how to use weather instruments e.g. thermometer, Rainguage etc - Guide students to discuss about the cultural seasons of Rwanda and lead the students to identify the elements of climate. - Put more emphasis on two elements of ; precipitation, and Temperature. - Use statistical data to construct a graph showing the temperature and rainfall of areas - Use the illustration to explain the Hydrological cycle and guide students to Identify processes of the cycle.
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<ul style="list-style-type: none"> - Define atmospheric pressure and name the measurement instrument - Distinguish high pressure from low pressure - Locate zones of high and low pressure on the Earth's surface - Explain factors for atmospheric pressure variation - Explain how to measure humidity - Describe and locate major types of wind. - Distinguish different clouds types - Explain factors that influence climate - Describe characteristics of different climates in the world. 	<ul style="list-style-type: none"> ➤ Atmospheric Pressure <ul style="list-style-type: none"> - definition and measurement instruments - high pressure and low pressure - factors for atmospheric pressure variation ➤ Humidity <ul style="list-style-type: none"> - definition and measurement instrument ➤ Wind <ul style="list-style-type: none"> - definition and measurement instrument - Some types of wind : Westerlies, Easterlies, monsoon ➤ Clouds <ul style="list-style-type: none"> - definition - types of clouds ➤ Sunshine. <ul style="list-style-type: none"> - definition and measurement instrument <p>4. Factors that influence climate:</p> <p style="padding-left: 40px;">latitude, altitude, Absence/presence of water bodies, vegetation, distance from the sea/ocean, Human activities, Relief, Ocean currents/winds.</p> <p>5. Climatic zones</p> <ul style="list-style-type: none"> - Tropical zone <ul style="list-style-type: none"> ▪ Equatorial climate ▪ Tropical marine climate 	<ul style="list-style-type: none"> - Use diagrams to show areas of high and low Pressure - Demonstrate to students and explain the causes for low and high pressure - Use diagrams and illustrations to show different types of winds - Use photo and ask students to name and distinguish different types of clouds - With help of maps, illustrations , explain the factors that influence climate in the world - Use the world climate map and help learners to identify major climatic zones - Use meteorological data i.e. temperature, precipitation, pictures, photos and guide
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<p>- Give the relationship between climate and human activities</p>	<ul style="list-style-type: none"> ▪ Tropical continental climate ▪ Tropical desert climate ▪ Tropical monsoon <p>- Temperate zone</p> <ul style="list-style-type: none"> ▪ Marine/oceanic climate ▪ Interior margin (continental climate) ▪ West margin (mediterranean climate) ▪ East margin (warm temperate monsoonal climate) ▪ Temperate desert <p>- Polar zone : Polar/ cold climate, Tundra</p> <p>- Mountain zone : Mountain climate</p> <p>6. Relationship between climate and human activities</p>	<p>learners to give and identify the characteristics of each climatic type</p> <p>- Help learners to construct climate statistical Diagrams showing temperature and precipitation/ rainfall.</p> <p>- With help of economic map and climatic map, guide students establish the relationship between climate and human activities.</p>
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CHAPTER IV. VEGETATION

Duration : 4 periods

<ul style="list-style-type: none"> - Distinguish natural vegetation from cultural vegetation. - Identify types of vegetation - Explain factors that influence vegetation. - Mention the importance of vegetation - Explain the relationship between vegetation and human activities 	<ol style="list-style-type: none"> 1. Introduction to Vegetation 2. Types of Natural Vegetation 3. Factors that influence Vegetation i.e Climate, soils, relief, Human activities. 4. Importance of vegetation 5. Relationship between vegetation and human activities. 	<ul style="list-style-type: none"> - Use photos, illustrations, films, slid of different vegetation types e.g. Savannah, Equatorial rain forest and guide students to identify and describe each type of vegetation. - Students form small groups and discuss the importance of vegetation - In groups students should identify the relationships between vegetation and human activities.
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CHAPTER V. DRAINAGE SYSTEM

Duration : 10 periods

<p>Define and explain different parts of a river</p> <p>- Explain the meaning of a river regime</p> <p>- Locate major rivers in the world</p> <p>- Distinguish a drainage basin from drainage pattern</p>	<p>1. Definition of drainage</p> <p>2. Rivers</p> <ul style="list-style-type: none"> - Major parts of a river system <ul style="list-style-type: none"> ○ River source : <ul style="list-style-type: none"> - Upstream ○ River channel <ul style="list-style-type: none"> - Left river bank - Right river bank - meander ○ Downstream <ul style="list-style-type: none"> - confluence - Mouth -Estuary - Delta <p>3. River regime</p> <ul style="list-style-type: none"> - flow - floods - Low water levels <p>4. Major rivers of the world: Nil, Congo, Niger, Amazone, Mississipi Missouri, Danube, Rhin, Volga, Yang-Tse-Kiang, Houang-Ho.</p> <p>5. Drainage basins in Africa</p> <ul style="list-style-type: none"> - Introduction - examples : Congo basin , Nile basin , Niger basin, Nyabarongo basin. 	<ul style="list-style-type: none"> - Using the drainage map of (Rwanda,DRC, Uganda) ask students to identify, name and locate rivers , lakes ocean, sea and explain the meaning of drainage system - With the help of photos, maps and diagraphes differentiate, explain the parts of a river system/regime and help students to draw them for better comprehension <p>- With help of a map , help students to locate the extent of Congo basin , Nile basin , Niger basin, Nyabarongo basin</p>
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<ul style="list-style-type: none"> - Explain some drainage patterns - Describe and locate oceans, seas and lakes. - Explain the process responsible for lake formation - State the importance of rivers, lakes, seas and oceans - Give the relationship between drainage and human activities 	<p>6. Drainage patterns</p> <ul style="list-style-type: none"> - Radial drainage - Dendritic Drainage - Parallel drainage and Trellis Drainage - centripetal <p>7. The Ocean, Sea, and lakes</p> <ul style="list-style-type: none"> • Submergence and emergency Surfaces • TheOceans : definition and location • The seas : definition location • The lakes : <ul style="list-style-type: none"> Definition and location Mode of formation: Rift valley lakes, Lava dammed lakes/ volcanic lakes, Depression/ Down warping lakes, crater lakes. <p>8. The Importance of water Bodies i.e Lakes, Rivers, Oceans.</p> <p>9. Relationship between drainage and Human activities</p>	<ul style="list-style-type: none"> - Using illustrations, guide students to distinguish between radial drainage, dendritic drainage, parallel drainage or trellis drainage. - On the African drainage map, help students to distinguish endorheic drainage/arectic drainage , arheic drainage - With help of world map, guide students to identify the extent, size between emerged and submerged surfaces - On a world map, students identify and locate lakes, seas and oceans that they know - With help of illustrations, guide students to identify different types of lakes and using illustrations explain their mode of formation - In group discussion, guide students to identify the importance of rivers and lakes - In groups, help students to mention the relationship between the drainage system and human activities.
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CHAPTER VI. MAPS AND MAP WORK

Duration: 8 periods

<ul style="list-style-type: none"> - Identify essential elements of a map - Explain the types of scale - Use scale in measuring areas and distances - Distinguish different types of a map. - Locate places on maps - Read and interpret maps with the help of the key 	<ol style="list-style-type: none"> 1. Definition 2. Elements of a good map, i.e Title, Scale, Key, direction/compass, Frame The scale: - Linear scale - Fractional Scale 3. The use of a scale to measure area, and distance on Maps. 4. Types of Maps <ul style="list-style-type: none"> - Topographic maps - Thematic maps - Analytical maps 5. Lines on a Topographic Map ; <ul style="list-style-type: none"> - Eastings - Northings - Compass/ direction - Contours - Symbols or conventional signs 6. Map reading, and how to use the key, grid reference <ul style="list-style-type: none"> - Elaboration of the key - Location and positions of places on Ordinary Survey Map, place names, direction and bearing. 	<ul style="list-style-type: none"> - Draw and name elements of a good map - Using several illustrations, maps photos images, students should distinguish maps from photos - Illustrate/draw and explain the types of a Scale - Invite students observe different types of maps using atlas, wall maps and sketch maps - Students should identify different symbols and signs using atlas, wall maps, Sketch maps - Invite students to locate geographical phenomena using grid reference, latitude and longitude.
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VI. YEAR TWO GEOGRAPHY SYLLABUS

GENERAL PHYSICAL GEOGRAPHY, HUMAN AND ECONOMIC GEOGRAPHY WITH REFERENCE TO AFRICA AND WORLD DEVELOPMENT PROBLEM CASE STUDIES FROM EUROPE.

A. GENERAL OBJECTIVES

By the end of senior two, students should be able to:

1. Explain earth's structure and the relief formation processes
2. Use adequately main concepts of human and economic geography
3. Explain the problems associated with the physical, human and economic aspects of Africa.
4. Suggest possible solutions to these problems.
5. Compare the development in the European countries and the economy of African countries

SYLLABUS DETAILS**PART ONE: GENERAL PHYSICAL GEOGRAPHY****CHAPTER 1.THE STRUCTURE OF THE EARTH****Duration: 5 periods**

SPECIFIC OBJECTIVES	CONTENTS	ACTIVITE : ENSEIGNEMENT / APPRENTISSAGE
<ul style="list-style-type: none"> - Explain the internal and external structure of the earth - Explain the internal components of the Earth. - Distinguish different types of rocks : - Distinguish permeable rocks from impermeable rocks. - Suggest the economic use of rocks. - Explain types of weathering - Identify agents of weathering. 	<p>1. The Internal and External structure of the Earth</p> <ul style="list-style-type: none"> a) The external structure (biosphere, hydrosphere, lithosphere, atmosphere) b) The internal structure <p>2. The rocks:</p> <ul style="list-style-type: none"> - Introduction - Types of rocks (Igneous rocks, metamorphic rocks, sedimentary rocks) - Importance of rocks <p>Weathering</p> <ul style="list-style-type: none"> o Introduction o Types of weathering o Factors that favours weathering (Rock decomposition) temperature, precipitations, winds, human activities, animals and plants 	<ul style="list-style-type: none"> - By help of brainstorming, students should give elements of earth's components. - Using an avocado, demonstrate and compare the internal structure of the earth to that of a cut avocado and indicate layers that form the structure. - Have a field study and observe different rock types in Rwanda. - Use illustrations or rocks samples to identify characteristics of each rock type. - Guide students to discuss the importance of rocks. - With illustrations and demonstrations, show the difference between types of weathering and explain factors that influence rock decomposition

<ul style="list-style-type: none"> - Explain soil formation processes. - Identify soil constituents - Distinguish poor and fertile soil characteristics - Explain factors favouring soil formation - Mention the relationships between soil type and human activities 	<p>3. Soils</p> <ul style="list-style-type: none"> a) Introduction b) Soil Formation (Origin and Development) Factors that favours soil formation c) Soil Composition and (characteristic Constituents) d) soil profile and soil catena e) Types of soil f) Relationship between soil type and Human activities. i.e <ul style="list-style-type: none"> - Agricultural activities - Settlement and Infrastructure development 	<ul style="list-style-type: none"> - Observe different soil types from the field, identify different characteristics of the soil, explain how soil is formed and factors favoring it. - Form small groups and discuss the relationship between soil and human activities, give the importance of soil
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CHAPTER 2. RELIEF FORMATION

Duration: 8 periods

<ul style="list-style-type: none"> - Explain the consequences of tectonic movements - Explain the processes for the deformation of Earth's crust. - Distinguish faults from folds - Name areas affected by folding in Africa - Distinguish a fracture from a fault - Explain the effects of faulting - Describe different types of faults. - Name areas affected by faulting in Africa - Distinguish types of volcanic eruptions. 	<p>1. Internal land form / relief formation processes : Tectonic Movements</p> <p>a) Introduction</p> <p>b) Consequences of Tectonic movements</p> <ul style="list-style-type: none"> ➤ Folding <ul style="list-style-type: none"> - Introduction and causes of folding - Resultant features(upfolds, downfolds) - examples of Areas affected by folding ➤ Faulting and fracture <ul style="list-style-type: none"> - Fracture - Fault - Forces responsible for faulting i.e Compressional and tensional forces - Types of faults - Effects of faulting and examples of areas affected by faulting in Africa ➤ Vulcanicity and Volcanicity <ul style="list-style-type: none"> - Introduction - Causes of vulcanicity and volcanic eruption - Types of Volcanoes 	<ul style="list-style-type: none"> - Explain the meaning of tectonic movement - Demonstrate to students using a paper and an ruler to explain how folding and faulting take place. - Demonstrate to students that when a paper is compressed it folds, but a ruler breaks. - Using illustrations/diagrams, photos, slides, students should distinguish different types of folds and faults. - Using illustrations, explain how compressional and tensional forces operate/occur - With illustrations/diagrams and demonstrations, explain different types of volcanic eruptions and different
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<ul style="list-style-type: none"> - Explain effects of volcanicity and name major regions affected by the volcanicity in Africa. - Explain the importance of volcanicity - Explain the causes of earth quake and its consequences. - Locate major world regions affected by Earth quake. <ul style="list-style-type: none"> - Name different agents of erosion - Explain types of erosion <ul style="list-style-type: none"> - Suggest solutions of soil erosion 	<ul style="list-style-type: none"> - Effects of Volcanicity - Importance of Volcanicity <ul style="list-style-type: none"> ➤ Earth Quake <ul style="list-style-type: none"> - Introduction - Instrument for measurement - Causes of Earth quake - consequences/effects of Earth Quake <p>2. External landform/relief formation processes :</p> <ul style="list-style-type: none"> • Erosion <ol style="list-style-type: none"> a) Agents Erosion : running water , wind, glaciers, man b) Types of Erosion <ul style="list-style-type: none"> - Gully - Rill - Splash and Sheet c) Solution to Erosion 	<p>landforms resulting volcanicity</p> <ul style="list-style-type: none"> - In small groups, students discuss the advantages and the disadvantages of volcanicity. - Use photos showing impact of earth quake and explain causes and consequences of earth quake. <ul style="list-style-type: none"> - From a field study, and observation or illustrations, guide students to identify erosional types and give agents of soil erosion - Guide students to discuss on the measures and solutions to soil erosion
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PART TWO: HUMAN GEOGRAPHY AND ECONOMIC GEOGRAPHY WITH REFERENCE TO AFRICA

CHAPTER 1. GENERAL PRESENTATION OF AFRICA

Duration: 6 periods

<ul style="list-style-type: none"> - Describe the location of Africa - Identify major types of relief. - Describe major types of climate. - Identify and describe major types of vegetation - Describe the drainage system of Africa. - Name the major soil types of Africa. 	<p>1. Introduction to Africa</p> <p>Location, size, Population, Political Map/boundaries.</p> <p>2. Physical background.</p> <p>Relief, Climate, Vegetation, Drainage Soils.</p>	<ul style="list-style-type: none"> - Using the world map, students should locate Africa. - Students should draw (sketch) the political map of Africa and name member countries. - Using different physical maps of Africa, students should locate and draw maps showing major relief features, climate types, drainage system, vegetation and soils.
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CHAPTER 2. AFRICAN POPULATION AND URBANISATION

Duration: 8 periods

<ul style="list-style-type: none"> - Describe the population structure of Africa - Describe population distribution of Africa. - Explain factors for population distribution - Explain fertility and mortality rates - Explain factors for population movements in Africa - Explain major population problems in Africa. - Suggest possible solutions for population problems 	<ol style="list-style-type: none"> 1. Comparison between African population and the rest of the world 2. The population structure of Africa (composition, age, sex, human economic activities). 3. Population distribution: <ul style="list-style-type: none"> - Population density. 4. Population growth./explosion <ol style="list-style-type: none"> a. Birth rate b. Death rate c. Growth rate. <p>Factors that influence population distribution</p> <p>5. Population movements in Africa:</p> <p>a). Migration in Africa.</p> <ol style="list-style-type: none"> i. Introduction ii. Types of migration iii. Causes of migration <p>.</p> <p>b. General population problems and their Possible solutions.</p> <ul style="list-style-type: none"> - Aids 	<ul style="list-style-type: none"> - Using demographic statistics, students should compare the African population with the rest of the world. - Use African population pyramids to explain the structure of the African population. - Demonstrate to students the population distribution patterns of Africa, Divide the class into three groups/column i.e. First for densely populated, second for sparsely Populated, third for Scattered. - Guide students to discuss on birth and death and explain concepts of fertility rate, death rate and growth rate. - In small groups, discuss factors that influence Population distribution in Africa - Using the common type of migration (RUM), ask students to identify other forms of migration - By brainstorming, students should give major problems of African population. Guide students to group the problems according their causes and to suggest solutions.
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<ul style="list-style-type: none"> - Identify major urban zones in Africa - Mention the factors for Urbanization - Explain problems of urbanisation - Explain the advantages and disadvantages of urbanisation - Suggest solutions to urban problems. 	<ul style="list-style-type: none"> - Poverty - Overpopulation - Famine - Illitracy/ Ignorance - Rural urban migration - Unemployment - Economic hardships leading to Brain drain. <p>6. URBANISATION IN AFRICA</p> <ul style="list-style-type: none"> a) Introduction b) Major Urban Zones in Africa (North and East Africa/ Nairobi, Kampala) Maghreb, copper belt, Nile Valley, South Africa. c) Factors responsible for urban growth d) Urban problems in Africa e) Advantages, disadvantages, problems of Urbanisation and their possible solutions. 	<ul style="list-style-type: none"> - Emphasize on the problem of over population especially in some African countries and in towns of most African countries. -Use photos and pictures to show major urban cities in Africa and ask students to identify characteristics of towns /urban areas. - In groups, students should discuss and mention factors for urbanization, give advantages for urbanization and problems related to urbanization.
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CHAPTER 3. ECONOMIC ACTIVITIES IN AFRICA

Duration: 22 periods

<ul style="list-style-type: none"> - Distinguish between traditional and modern Agriculture - Identify problems facing traditional agriculture - Suggest ways of agriculture modernisation 	<p>1. Agriculture in Africa</p> <p>A. Traditional agriculture</p> <ul style="list-style-type: none"> - Definition - Subsistence farming; e.g shifting cultivation in DRC. - Characteristics - Problems - Solutions <p>B. Modern agriculture</p> <ul style="list-style-type: none"> ○ Definition ○ Characteristics : requirements for agricultural modernisation include: <ul style="list-style-type: none"> - modern tools (tractors) - fertilizers - selected seed - biotechnology : Genetic organism modification - herbicides and pesticides <p>Plantation agriculture e.g: Case study- Nile valley</p>	<ul style="list-style-type: none"> - Students give examples of traditional and modern agriculture. Help students to identify characteristics of each type of agriculture, its problems and suggest possible solutions for modernisation.
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<ul style="list-style-type: none"> - Mention advantages and disadvantages of plantation agriculture - Compare modern livestock farming and traditional livestock farming 	<p>cotton plantation; coffee and tea in eastern Africa; Cocoa in West Africa</p> <p>C. Livestock farming :</p> <ul style="list-style-type: none"> ○ Traditional livestock farming <ul style="list-style-type: none"> - Definition - Characteristics 	<ul style="list-style-type: none"> - Ask students to suggest characteristics of plantation agriculture and locate any plantation in Africa e.g. Nile valley, coffee and tea in east Africa. - Using students' experiences on Livestock farming, guide them to identify characteristics of both modern and traditional farming.
<ul style="list-style-type: none"> - Identify the problems of Traditional livestock farming - Suggest ways modernising Traditional livestock farming - Mention advantages and disadvantages of modern livestock farming 	<ul style="list-style-type: none"> - Pastoralism and nomadism e.g: cattle in East africa (Massai), cattle in west africa (Fulani) - Problems and solutions ○ Modern livestock farming <ul style="list-style-type: none"> - Definition - Characteristics. <ul style="list-style-type: none"> a. animal feeding b. padock c. artificial insemination d. Quality breeds (exotic breeds) e. fight against epidemic diseases - Dairy farming in Kenya - Ranching in Botswana (beef farming) 	<ul style="list-style-type: none"> - Explain the practice of pastoralism and nomadism in Africa and identify characteristics of such type of farming e.g. Massai. - Ask students to suggest problems and solutions for the above farming practices - With help of local examples from Rwanda, ask students to identify characteristics of Livestock farming and use Botswana, Kenya as a case study - Ask students to give advantages and disadvantages of livestock farming

<ul style="list-style-type: none"> - Locate major fishing areas in Africa. - Identify types of fish - State major fishing methods - Explain factors that favors fishing - Suggest importance of fishing - Identify problems and solutions - Locate the forested areas or zones in Africa - Identify methods used in forest exploitation - Determine factors that favours forest exploitation - Explain the importance of forests - State problems faced in exploitation of forests - Suggest ways of protecting forests 	<p>2. Fishing in Africa</p> <ul style="list-style-type: none"> - Definition - Major fishing zones in Africa (Marocco, South africa, Angola, Nigeria) - Types of fish - Methods of fishing : - modern methods - local methods - Characteristics of fishing in Africa - Factors favouring fishing in Africa - Importance of fishing <p>- Problems and Solutions</p> <p>3. Forest exploitation in Africa</p> <ul style="list-style-type: none"> - Major forest areas, e.g. : Congo, DRC, Gabon, Nigeria, etc. - Methods of exploitation : local methods modern methods - Factors favouring forest exploitation. - Importance of forest - Problems and Solutions 	<ul style="list-style-type: none"> -Use the map to locate major fishing grounds. - Using slid films, photos, illustrations, guide students to identify, discuss on types of fish, fishing methods, importance of fishing, problems associated with fishing and suggest Possible solutions. - Explain the characteristics of fishing in Africa especially in RSA, Morocco and great lakes region - Using maps, students should locate major forest areas in Africa. - Guide students to discuss on the methods used in exploiting forests, factors favoring forestry problems and solutions
<ul style="list-style-type: none"> - Identify different types of minerals in Africa - - - Locate major mining zones in Africa - State factor that favour mining 	<p>4. Mining</p> <ul style="list-style-type: none"> - Definition - Differents types of minerals - Major mining zones in Africa, e.g: Copper belt(Zambia-DRC), South africa, 	<ul style="list-style-type: none"> - Using economic maps, students should locate major minerals and mining zones in Africa. - In groups, guide students to discuss on factors

<ul style="list-style-type: none"> - Explain methods used in mining - Explain the importance of mining - Identify problems associated with mining - Suggest solutions 	<p>Libya, Nigeria.</p> <ul style="list-style-type: none"> - factors favouring mining - methods used in mining - economic importance of mining - problems associated with mining - Solutions 	<p>that favor mining, importance of mining, problems and possible solutions to mining.</p>
<ul style="list-style-type: none"> -Distinguish Renewable Energy from Non renewable Energy - Identify the types of energy - Explain factors that favor power production - State the importance of power in development. - Identify problems associated with power production - Suggest solutions to the power production problems in Africa 	<p>5. Sources of power/ energy</p> <p>a) Introduction: - Renewable Energy</p> <p style="padding-left: 40px;">- Non renewable Energy</p> <p>b) Types of energy</p> <ul style="list-style-type: none"> - Hydro electricity power : on river Nile, Niger, Zambezi and Congo. - Oil and gas (North africa, Gulf of Guine Lake Kivu in Rwanda) - Wood/charcoal - Coal (R.S.Africa, Zimbabwe, and Mozambique). - Solar energy - Biogas - Wind, tidal. - nuclear energy (RSA) <p>a) Factors favouring power production</p> <p>b) methods used in power production e.g: Multi-Purpose dam Projects.</p> <p>e) Importance of power in developpement.</p> <p>f) Problems and solutions</p>	<ul style="list-style-type: none"> - Using familiar examples of energy, guide students to distinguish between renewable energy and non renewable energy. - Using African economic map, students should identify and locate major sources of energy like hydroelectricity power dams, petroleum, gas, coal and other new power projects - In small groups guide students to discuss on the factors that influence power production in Africa, importance of energy power in development, problems associated with energy and possible solutions.

<ul style="list-style-type: none"> - Mention types of industries - Locate major industrial zones - Explain factors for industrial growth and development - Name the characteristics of African Industries. - Give the importance of industries in Africa - Mention the problems of industrial development in Africa. - Suggest solutions of industrial problems. 	<p>6. Industrialisation in Africa.</p> <ul style="list-style-type: none"> a) Introduction:- b) Types of Industries <ul style="list-style-type: none"> - Art and Craft industry c) Major Industrial zones Eg South Africa, Copper belt- Zambia, Congo, Nile valley, West coast, Maghreb Coast, Mombasa – Kampala etc - e) Factors favouring Industrial growth and development f) Characteristics of African Industries. g) Importance of industrial Development h) Problems associated with Industrial development and their solutions. 	<ul style="list-style-type: none"> - Locate major industrial zones in Africa using the African economic map - Using products from industries, guide students to give difference between various type of industries. - In small groups, guide students to discuss the factors for industrial development, characteristics of industry, importance of industry and problems.
<ul style="list-style-type: none"> - Describe the internal and external trade structure in Africa. 	<p>7. Trade, Transport and communication in Africa</p> <p>A. Trade</p> <ul style="list-style-type: none"> a) Definition b) Trade Structure: <ul style="list-style-type: none"> i). Internal Trade ii). International Trade <ul style="list-style-type: none"> - Imports - Exports - Partnerships 	<ul style="list-style-type: none"> - Using the map of Africa , identify trade routes and explain the trade structure in Africa and identify major trade partners.

<ul style="list-style-type: none"> - Explain the problems of trade in Africa. - Identify different means of transport system in Africa - Explain factors for transport system development - Explain advantages and disadvantages of each means of transport. - Explain the importance of transport to trade and development. - Identify different means of communication - State the problems associated with communication - Suggest possible solutions. 	<ul style="list-style-type: none"> c). Trade Problems in Africa <ul style="list-style-type: none"> - Unfavourable terms of trade. - Production of one type of commodity - Lack of enough Market - LandLockedness of most African countries B. Transport <ul style="list-style-type: none"> a) Introduction b) Types of transport <ul style="list-style-type: none"> - Water transport: - Ocean and Seas <ul style="list-style-type: none"> - Lakes - Rivers - Land Transport : <ul style="list-style-type: none"> - Road Transport - Railway Transport - Air transport : c) Factors influencing the development of transport in Africa d) Advantages and disadvantages of different modes of Transport e) Importance of Transport to Trade and Development C. Communication <ul style="list-style-type: none"> a) Different means of communication and their importance. <ul style="list-style-type: none"> - New papers/ Journals , Radio Telephone, Television, post, 	<ul style="list-style-type: none"> - In small groups, guide learners to identify problems facing trade in Africa and suggest possible solutions. - By brainstorming, guide students to distinguish different types of transport used in the region. - Locate major transport means on the map of Africa. - In groups help, students to discuss the factors that favor transport development in Africa, advantages and disadvantages of different modes of transport and the role of transport in development. - In small groups, students should identify different means of transport, discuss on problems associated with communication in Africa and suggest possible solutions.
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	Fax, Internet. b) Communication problems and possible solutions.	
<ul style="list-style-type: none"> - State factors favouring tourism development in Africa - Locate major zones for tourism in Africa - Explain the importance of tourism in Africa - Mention the problems associated with tourism in Africa. - Suggest possible solutions 	<p>8. Tourism Industry in Africa</p> <p>a) Introduction</p> <p>b). Factors for tourism development in Africa</p> <p>i) Availability of Natural resources</p> <ul style="list-style-type: none"> - Fauna and flora - Others include ; Relief i.e volcanoes Caves, hot Spring, Craters, water bodies, Beach. <p>ii) presence of Historical Features/ resources ;</p> <ul style="list-style-type: none"> - Monuments - Culture and tradition <p>iii) Presence of Economic resources;</p> <ul style="list-style-type: none"> - Infrastructures <p>c). Major tourism zones in Africa</p> <ul style="list-style-type: none"> - National Parks in East Africa - Tourism scenery - Historical sites in Africa e.g Egypt - Natural tourism sites : Beaches, resorts <p>d). Importance of Tourism</p> <p>e). Problems facing tourism and possible solutions</p>	<ul style="list-style-type: none"> - By brainstorming, using Rwanda's experience as an example, guide students to identify factors that favor development of tourism in Rwanda. - Using African map, students should locate and identify major tourism zones in Africa. - Have a field study/tour to the nearest tourism centre and guide students to identify different features of tourism attraction. - In small groups, help students to discuss the importance of tourism, problems and [possible solutions.

PART THREE: DEVELOPEMENT CASE STUDIES FROM EUROPE.

Duration: 13 periods

<ul style="list-style-type: none"> - Locate the extent of Europe - Describe the physical background of Europe. - Name and locate the Rhineland states. - Locate the polders in Holland. - Explain factors that influence agriculture in Holland. - Give the importance of agriculture in Holland - Explain the problems facing agriculture in Holland - Suggest solutions to agricultural problems in Holland. 	<ol style="list-style-type: none"> 1. General introduction to Europe <ul style="list-style-type: none"> - Location - Size - Political Map of Europe - Estimated population 2. Physical background of Europe <ul style="list-style-type: none"> - Major relief features - The General Climate and vegetation - Major Water bodies (seas, major rivers and oceans) 3. The Rhinelands <ol style="list-style-type: none"> a) Countries that make Rhineland includes Switzerland, France, Germany and Netherlands. <ul style="list-style-type: none"> - Location - Surface size - Major Capital cities - Estimated population b) Agriculture on Polder-Lands in Holland : <ul style="list-style-type: none"> - Factors influencing Agriculture on On the polders. - Importance of agriculture in Holland. - The problems and solutions 	<ul style="list-style-type: none"> - Use the world map to locate Europe and guide students to identify political boundaries of member countries. - Ask students to draw the political map of Europe. - Using the physical map, atlas, guide learners to identify major relief features, climates, vegetation, soils and drainage system. - Use the map of Europe to locate the extent of the Rhineland, ask students to identify the member states of the Rhineland. - With help of illustrations and maps, explain and locate polder-lands - In groups, guide students to discuss factors that influence agriculture in Holland. - In small groups, guide students to give the importance of agriculture in Holland, the problems associated with agriculture in Holland and suggest solutions.
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<ul style="list-style-type: none"> - Name and locate major industrial regions in Europe - Explain the factors for the development of Ruhr industrial complex - Mention the importance of industrialization in the development of Germany - Give the problems of industrialization in Germany - Locate and describe the Rhine river basin - State factors favouring transport on the Rhine river - Explain factor for the growth and development of Euro port (Rotterdam) - Identify problems and solutions associated with transport on the Rhine river. - Explain the factors for the development of tourism in Switzerland - Identify importance of tourism in Switzerland. - Give the problems of tourism and suggest solutions - Compare tourism in Switzerland and that of Rwanda - Describe the process of European Integration - Explain the strength and weaknesses of European Union 	<p>c) An example of Industrial Development</p> <p>Ruhr Industrial Complex in Germany.</p> <ul style="list-style-type: none"> - Extent - Factors for Ruhr Industrial development - Importance of Industrialisation - The problems of Industrialisation <p>d) Transport along River Rhine</p> <ul style="list-style-type: none"> - Importance of Rotterdam (Europort). - Importance of River Rhine to the Rhineland states - The problems associated with the network and possible solutions <p>4) Tourism in Switzerland</p> <ul style="list-style-type: none"> - Factors for tourism industry in Switzerland (Alpine, sport diver) - Importance of tourism in Switzerland. - The problems associated with Tourism an possible solutions <p>5. European Integration</p> <ul style="list-style-type: none"> - The members of European Union - Common diverse Policies <ul style="list-style-type: none"> Common Agricultural Policy: (agriculture) Industrial Policy(industry) Energy policy (energy) Spatial Policies - Regional development strategies 	<ul style="list-style-type: none"> - Using an European map and locate the Ruhr region in German. - Using photos, slides and films, maps and atlas, identify factors favoring Ruhr Industrial development - In groups students should discuss on the importance of Ruhr's industrialization and associated problems - Locate the navigable zones of river Rhine. - Using different information sources, help students to identify the importance of transport on river Rhine, problems associated and suggest solutions - With help of Switzerland map, photo, slid and atlas, ask students to identify factors favoring tourism development , the importance, problems and possible solutions - Ask learners to compare tourism in Switzerland and Rwanda. - Using European map, ask student to locate members of the European Union. - Explain the process of European integration and mention the objectives - In small groups, help students to identify the relationship between European Union and
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<ul style="list-style-type: none"> - Locate and describe the extent of Russia - Identify the physical and human background - Locate major mining areas in Russia - Identify major minerals and mining areas in Russia - Explain factors favouring development of mining in Russia - Identify importance of mining in Russia - Explain problems associated with mining in Russia - Locate and describe the Trans-Siberian Railway. - State the importance of the Trans-Siberian railway - Mention the problems associated with the railway - Name the member countries of community of independent states(C.E.I) - Identify the objectives of C.E.I 	<p>(political, Economic Aide) between European Union and Africa- Caribbean and Pacific Islands.</p> <p>6. Russia</p> <p>a) Introduction</p> <ul style="list-style-type: none"> - Location, extent and size, estimated population - brief physical back-ground <p>b) Mining and mineral wealth</p> <ul style="list-style-type: none"> - Major minerals and mining areas. - Factors that favours the development of Mining in Russia. - Importance of mining - Problems associated with mining in Russia <p>c) Trans-Siberian Railway.</p> <ul style="list-style-type: none"> -Extent -Importance. -Problems associated with it. <p>d) Community of Independent states of former USSR</p> <ul style="list-style-type: none"> - The member countries. - Objectives of the community 	<p>other regions like Africa, Caribbean and Pacific Island and ask students to locate these regions on the world map</p> <ul style="list-style-type: none"> - Ask students to identify Russia on world map and name major physical aspects - Students should identify major minerals and mining areas of Russia - In a group discussion, guide students give factors that favor the development of of mining in Russia, problems faced and solutions - Help students to locate Trans-Siberian railways. - In groups and with help of maps and photos, guide students to identify the importance, and problems of the Trans- Siberian railway. - With help of a map students should identify and locate members of Community of Independent states of former USSR - Explain the objective of C.E.I(Community of Independent states)
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VII. YEAR THREE SYLLABUS

GEOGRAPHY OF RWANDA AND DEVELOPMENT CASE STUDY FROM AMERICA AND ASIA.

A. GENERAL OBJECTIVES FOR YEAR THREE.

By the end of senior three, students should be able to:

1. Explain the major problems of Rwanda associated with physical, human and economic aspects.
2. Face major challenges of Rwanda and the world : HIV/AIDS, Environment, Overpopulation and Gender.
3. Explain the objectives of development strategy of Rwanda found in the Vision 2020.
4. Compare different modes of development in Asia and America with Rwanda and draw relevant lessons from it.
5. Read, interpret and draw sketch from geographical tools like maps and photographs

B. SYLABUS DETAILS**PART ONE: GEOGRAPHY OF RWANDA****PRESENTATION OF RWANDA****Duration : 2 periods**

SPECIFIC OBJECTIVES	CONTENT	Learning / Teaching activities
<ul style="list-style-type: none"> - Locate Rwanda in Africa and in the world - Identify the administrative divisions of Rwanda. 	<ul style="list-style-type: none"> - Location - Size - Estimated population - Administrative divisions 	<ul style="list-style-type: none"> - Use the political map of Rwanda, ask students to locate, identify the administrative divisions of Rwanda and identify the size and the shape of Rwanda.

CHAPTER. 1 PHYSICAL GEOGRAPHY OF RWANDA**Duration: 8 periods**

<ul style="list-style-type: none"> - Describe the general relief of Rwanda - Explain processes for the formation of relief in Rwanda - Explain characteristics of climate in Rwanda - Describe and locate the major vegetation types of Rwanda. - Identify and explain different soil type 	<ol style="list-style-type: none"> 1. Relief <ol style="list-style-type: none"> a) description of relief in Rwanda b) landform forming processes e.g. faulting, volcanicity 2. Climate 3. vegetation 	<ul style="list-style-type: none"> - Using the physical maps of Rwanda, atlas and photos, explain the relief features, climate, vegetation, soil and drainage system, guide students to identify and locate them on the map of Rwanda.
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characteristics in Rwanda - Account for soil type formation in Rwanda - Describe the drainage system of Rwanda. - Account for the drainage system of Rwanda	4. Soils - Soils types - Factors for the formation of soils in Rwanda 5. Drainage - Major processes responsible for formation of drainage in Rwanda	
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CHAPTER. 2 HUMAN GEOGRAPHY OF RWANDA

Duration: 6 periods

- Describe the population distribution and Settlement in Rwanda. - Explain reasons for fertility and mortality rates in Rwanda - Explain factors for population movements in Rwanda - Describe structure of population in Rwanda. - Give demographic problems in Rwanda and suggest possible solutions. - Describe characteristics of rural settlement in Rwanda	1. Distribution of population in Rwanda and Settlement patterns 2. Population and population movements in Rwanda a) population growth (Death rate, Birth rate, and growth rates) b) Population movements/ migration 3. Population structure of Rwanda 4. Demographic problems in Rwanda and their possible solutions 5. Rural and Urban settlements a) Rural Settlement	- Using population map of Rwanda , guide students to locate regions of high population and low population. - In groups, ask learners to give factors that influence population distribution. - Use familiar examples of population movements in Rwanda like Rural Urban Migration, job mobility, and guide students to give and explain other types of population movement in Rwanda - In small groups, use age and sex pyramid to explain the population structure of Rwanda. - Guide students to debate on the population problems of Rwanda and ask learners to suggest solutions to the problems -With illustrations help learners to differentiate between densely and sparsely rural settlements,
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<ul style="list-style-type: none"> - Discuss advantages and disadvantages of Rural settlement communities (Imidugudu) - Discuss advantages and disadvantages of Sparsely settled rural - Describe characteristics of urban settlements - Explain functions of urban centers - Identify problems faced by urban centers and Suggest possible solutions - Identify strategies to fight against AIDS scourge in Rwanda. 	<ul style="list-style-type: none"> • Characteristics of rural settlement • Rural settlement groups (Imidugudu) <ul style="list-style-type: none"> - Advantages of Rural settlement schemes (Imidugudu) - Disadvantages of rural settlement schemes. • Sparsely settled rural <ul style="list-style-type: none"> - Advantages of sparsely populated areas. - Disadvantages of Sparsely populated areas in Rwanda <p>b) Urban settlement</p> <ul style="list-style-type: none"> - Characteristic of urban settlements - Functions of urban centres - Problems faced by Urban centres and their possible solutions <p>6) Population and the AIDS problem in Rwanda Strategies to fight against AIDS scourge in Rwanda</p>	<p>give advantages and disadvantages of each type of settlement.</p> <ul style="list-style-type: none"> - Using photos, illustrations or demonstrations, help students to identify the characteristics of urban settlement. - In group discussions guide students to give problems faced by major urban areas of Rwanda and suggest possible solutions.
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CHAPTER. 3 ECONOMIC GEOGRAPHY OF RWANDA

Duration: 20 periods

<ul style="list-style-type: none"> - State the types of agriculture in Rwanda. - Give advantages and disadvantages for these types of agriculture 	<p>1. Agriculture in Rwanda.</p> <p>a) Crop growing</p> <ul style="list-style-type: none"> - Subsistence agriculture: types of crops grown - Modern agriculture : types of crops grown , Commercial crop farming/ plantation agriculture - Major crop production and major agricultural 	<ul style="list-style-type: none"> - By brainstorming, help students to mention crops grown in Rwanda and classify them as cash crops and food crops. - Using the map of Rwanda help students to locate agricultural systems of Rwanda and major cash crops of Rwanda.
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<ul style="list-style-type: none"> - Identify advantages and disadvantages for exploitation of swamps - Identify advantages and disadvantages of irrigational agriculture - Give problems associated with irrigation agriculture - State types of traditional and modern farming in Rwanda - Explain the importance for each type of Farming. - Mention problems and solutions to the problems - Identify ways of improving agriculture in Rwanda - Locate major forested areas in Rwanda - Explain the factors favouring forest Exploitation. - Explain the effects of deforestation - Explain ways of protecting forests in Rwanda. - State the importance of forests in Rwanda - Locate the fishing areas in Rwanda. - Explain factors favoring fishing in Rwanda. - Explain the methods used in fishing in Rwanda. - Give the importance of fishing in Rwanda - Give reasons for fish farming in Rwanda - Identify problems of fishing and suggest solutions to the problems 	<p style="text-align: center;">Areas</p> <ul style="list-style-type: none"> - Exploitation of swamps : advantages and disadvantages - Irrigational agriculture : advantages and disadvantages. - Problems of irrigational agriculture and solutions <p>b) Live stock Farming</p> <ul style="list-style-type: none"> - Traditional Live stock Farming (Pastoralism) - Modernisation of Live stock Farming (Ranching and zero-grazing/paddocks) - Major live stock products and major zone/areas of Animal farming in Rwanda - Problems and solutions of livestock farming <p>2.Forest Exploitation and consquences</p> <ul style="list-style-type: none"> - Areas of forests - Importance of Forests - Factors favouring forest exploitation - Effects of deforestation - Solutions to problems of deforestation <p>3. Fishing and Fish Farming in Rwanda</p> <ul style="list-style-type: none"> - Fishing areas - Factors favouring fishing - Methods of fishing - Importance of fishing - Fish farming e.g: Kigembe and Rwasave. - Conservation of fish 	<ul style="list-style-type: none"> - With help of a guided discussion, students give the advantages, disadvantages and problems of each agricultural type and suggest possible solutions. - In small groups guide students to distinguish between traditional livestock farming and modern or improved livestock farming by help of field study ,photos, films and other illustrations - Using examples from developed countries like Holland, Belgium, Japan and Switzerland, compare livestock farming in Rwanda with those countries and guide students to identify problems of livestock farming and suggest solutions - Using a map of Rwanda let the students locate major forest zones in Rwanda - Use photos that shows forests, wood cutter and other related activities, guide students to mention factors that favor forest exploitation. - Illustrate the effects of deforestation using Photos and films. - Using the economic map of Rwanda, locate major fishing zones in Rwanda - From the previous experience of fishing in Africa, guide students to mention the factors, methods, problems associated with fishing in Rwanda - Explain the reasons for fishing farming in
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<ul style="list-style-type: none"> - Locate the main mining areas in Rwanda - Identify factors favouring mining - Give the importance of mining in Rwanda. - State problems limiting mineral exploitation in Rwanda. - Propose solutions to the problems of mineral exploitation. - Identify and locate sources of energy in Rwanda. - Explain factors leading to power production - Mention the importance of energy in development. 	<p style="text-align: right;">- Problems and solutions associated with fishing</p> <p>4.Quarrying and Mining in Rwanda</p> <ul style="list-style-type: none"> - Examples of Minerals : Gold, wolfram, Tin, peatcoal Colombo- Tantalite, beryl. - Quarrying: Sand, clay, Limestone, Rocks - Mineral zones in Rwanda - Factors favouring mineral exploitation - Importance of Mineral Exploitation. - Problems limiting Mineral Exploitation: Insufficient quantities, Lack of enough capital, transport problems, Lack of skilled personnel,poor technology, variation in prices, Inaccessibility/ Remoteness. - Solutions of mining problems <p>5. Energy sources in Rwanda</p> <ul style="list-style-type: none"> a) Types of Energy sources : <ul style="list-style-type: none"> - Wood / Charcoal, Hydro Electricity - Methane gas, Geothermal - Peat coal - Biogas - solar Energy - Fuel/Petroleum b) factors influencing Energy production c) Importance of Power in development. f) Problems and possible solutions to Energy 	<p>Rwanda and guide students to suggest ways of fish conservation.</p> <ul style="list-style-type: none"> - On the economic map of Rwanda, students should identify and locate mineral deposits and quarrying sites in Rwanda - Use a guided group discussion for students to give the importance of mining, associated problems, and suggest solutions - Use the map of Rwanda to locate major energy source - From previous experience on Energy sources in Africa, guide the students to mention the factors that influence energy production, importance of power, associated problems and suggest solutions.
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<ul style="list-style-type: none"> - Identify problems associated with power and their solutions - Locate major industries in Rwanda. - Identify the factors for the development of Industries in Rwanda. - Explain the importance of industrial development in Rwanda. - Identify problems facing industrialization in Rwanda - Suggest solutions to the problems - Describe the structure of trade in Rwanda. - Identify factors that favor trade in Rwanda - Explain problems associated with trade in Rwanda. - Suggest the solutions to the problems. - Identify the future prospects of trade in Rwanda - Identify main modes of transport in 	<p style="text-align: center;">Industry.</p> <p>6. Industry in Rwanda</p> <ul style="list-style-type: none"> a) Location of industries in Rwanda b) Type of industries <ul style="list-style-type: none"> - Agro-based industries - Chemical industries - construction/Mechanical industry - Textile Industries c) Factors favouring development of the industry d) Importance of industries. e) Problems of the industries and possible solutions. 7. Trade, Transport and communication. a) Trade: <ul style="list-style-type: none"> - Internal Trade. - International Trade. <ul style="list-style-type: none"> - Imports - Exports - partnerships - Factors Favouring Trade in Rwanda - Problems of trade and possible solutions of trade in Rwanda. b) Transport : <ul style="list-style-type: none"> - Human potrage; - Water transport: <ul style="list-style-type: none"> advantages and disadvantages 	<ul style="list-style-type: none"> - Use the map of Rwanda to locate major industries in Rwanda. - In group discussions, guide students to identify factors favoring industrial growth in Rwanda, importance, problems and suggest future prospects of industrial development in Rwanda. - Using the map of Rwanda , identify trade Routes and explain the trade structure in Rwanda and identify major trade partners. - In small groups, guide learners to identify Factors favoring trade, problems facing trade in Rwanda and suggest the future trade prospects in Rwanda - Locate major transport means on the map of
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<p>Rwanda.</p> <ul style="list-style-type: none"> - Explain the importance of transport to development - Identify means of communication - Explain the importance of communication. - Mention problems associated with communication - Suggest solutions to the problems <ul style="list-style-type: none"> - Define environmental conservation - Identify types pollution - State ways of conserving the environment - Explain reasons for conserving the Environment. <ul style="list-style-type: none"> - Identify the problems associated with environment utilization. <ul style="list-style-type: none"> - Suggest solutions to the problems. 	<ul style="list-style-type: none"> - Road transport: advantages and disadvantages <ul style="list-style-type: none"> i) air transport) : ii) advantages and disadvantages - Importance of Transport in trade and development <p>c) Communication</p> <ul style="list-style-type: none"> - Different means communication - Importance of communication - Problems and solutions <p>8. The Environment</p> <ul style="list-style-type: none"> a) Definition and elements of the environment b) Environmental Conservation <ul style="list-style-type: none"> - Types of pollution - Ways of conservation - Reasons for conservation <p>c) Problems facing Environment Utilisation</p> <ul style="list-style-type: none"> - pollution in urban areas - deforestation - destruction of Landscape - Animal poaching/poachers - Erosion - Environmental degradation - Overgrazing - Industrial pollution. <p>d) Solutions</p>	<p>Rwanda.</p> <ul style="list-style-type: none"> - By brainstorming, guide students to distinguish different types of transport used in Rwanda - In a guided group discussion, students give the advantages and the disadvantages of each type of transport in Rwanda - In small groups, students should identify different means of transport, discuss on problems associated with communication in Rwanda and suggest future transport and communication prospects. - In groups, ask students to give the impacts of Environmental degradation and give reasons/ ways for conserving the environment - With familiar examples and experiences, ask students to identify other environment problems and explain possible solutions to the above problems.
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<ul style="list-style-type: none"> - Explain the effects of the population on the environment and effects of the environment on the population. - Locate and identify major tourism features in Rwanda - Explain factors favouring tourism in Rwanda. - Mention the importance of tourism - Give the problems associated with tourism in Rwanda - Give the future prospects of tourism 	<ul style="list-style-type: none"> - Protected zones - Erosion control methods - reforestation - Water treatment - Settlement schemes. g) Relationship between Population and the Environment <ul style="list-style-type: none"> ➤ The Impact of population on the Environment <ul style="list-style-type: none"> - deforestation - degradation ➤ The Impact of Environment on the population : <ul style="list-style-type: none"> - Natural catastrophe, Earth quake, volcanicity, Floods, Drought, Hurricans/ destructives winds/Tornadoes, Radioactivity emmissions that cause death 9.Tourism: a) Factors for tourism development : <ul style="list-style-type: none"> i) Availability of Natural resources <ul style="list-style-type: none"> a) Fauna and flora b) others include ; <ul style="list-style-type: none"> relief, volcanoes, caves, Hot springs creators, Water bodies, Beaches ii) Presence of Historical features <ul style="list-style-type: none"> - Monuments - Culture and traditions iii) Presence of economic ressurces <ul style="list-style-type: none"> - Infrastructures b) Tourism sites in Rwanda <ul style="list-style-type: none"> - Historical sites 	<ul style="list-style-type: none"> - Form discussion groups and ask students to give the relationship between the impacts of the population on the environment and vice versa - Organise a Field study and explain the relationship between the population and the environment - From the previous experience on tourism in Africa, students should explain the factors favoring tourism in Rwanda. - Students should visit the nearest tourism center, identify and locate tourism sites on the map of Rwanda. - In a group discussion ,students give the importance of tourism, problems associated and suggest solutions.
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<p>industry in Rwanda</p> <p>- Appreciate the development strategies for Rwanda</p> <p>- Explain the pillars of the National development strategy(vision 2020)</p>	<p>- Natural tourism sites</p> <p>c)Importance of tourism industry</p> <p>d) Problems facing tourism and possible solutions</p> <p>10. Development strategies for Rwanda (Vision 2020)</p> <p>a) definition : Sustainable development</p> <p>b) The pillars of vision 2020</p> <ul style="list-style-type: none"> - Good Political and a capable state - Human resource development and knowledge based economy - A private sector led economy - Infrastructure development - Productive and market oriented Agriculture - Regional and international economic integration <p>c) Cross- cutting areas of vision 2020</p> <ul style="list-style-type: none"> - Gender equality - Protection of Environment and sustainable natural resource management. - Science and technology <p>d) Implications of sustainable development on the people's lives, and the Physical environment</p>	<p>- Guide the students to read and discuss on the Pillars of the national development strategies (vision 2020).</p>
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PART TWO: DEVELOPMENT CASE STUDIES: AMERICA AND ASIA

CHAPTER 1. CASE STUDIES FROM AMERICA

Duration : 14 periods

<ul style="list-style-type: none"> - Locate the extent of American continent - Describe the general physical background of America - Mention the population composition of America - Describe the physical aspects of USA - Explain the concept of melting pot in United States - Identify the types of agriculture - Explain methods used in agriculture - Give the characteristics of agriculture in the USA - Explain the role of agriculture in the development of USA - Compare the level of agriculture in USA and that of Rwanda 	<p style="text-align: center;">GENERAL PRESENTATION OF NORTH AMERICA, CENTRAL AMERICA AND SOUTH AMERICA</p> <ul style="list-style-type: none"> - Location - Extent. - Size. -Political map -Physical background (Relief, climate, vegetation, Drainage) - population. <p style="text-align: center;">THE UNITED STATES OF AMERICA.</p> <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - General Presentation : Relief, Climate, Vegetation, Drainage. - U.S.A ‘melting pot’ 2. Agriculture. <ul style="list-style-type: none"> - Regionalisation of agriculture according to the climate; -Agricultural systems. - Modern Methods adopted. - Agrobusiness. 	<ul style="list-style-type: none"> - Using the world map, students locate American continent i.e. North, central, and South America. - Use the physical map of America to describe major relief feature, climate, vegetation and drainage of America - On the physical map of U.S.A, identify, locate major relief features climate, vegetation and drainage. - Ask students to draw a political sketch map of USA and explain the concept of ‘melting port’ - Use the map of USA to identify and locate agriculture regions. - In guided group discussions, students give characteristics of USA agricultural systems and ask students to compare agriculture in USA and Rwanda.
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<ul style="list-style-type: none"> - Explain the factors for industrial development in America - Identify major industrial areas in USA - Locate major industrial areas in USA - Explain the importance of industrialization in USA - State the problems faced by industries in USA. - suggest solutions to the problems - Compare industrial problems in USA and Rwanda's industrial problems - Explain the factors for urbanization in USA - Mention the advantages and 	<p>3. Industry :</p> <ul style="list-style-type: none"> - Definition. - Industrial Regions in U.S.A <ul style="list-style-type: none"> ○ Great lakes Region. ○ Metapolis. ○ Coast of Gulf of Mexico - Factors for Industrial growth: <ul style="list-style-type: none"> ○ Availability of Energy sources ○ Presence of raw materials. ○ Advanced technology. ○ Industrial Localisation. ○ Availability of home/Internal Market. - Importance of Industrialisations in U.S.A - Problems of industrialisation in America - Solutions. <p>4. Urbanisation</p> <ul style="list-style-type: none"> - Definition - Factors for urban growth and development (by functions) : <ul style="list-style-type: none"> ○ Industrial Urban (Great Lakes) ○ Ports(North East) ○ Tourism (MIAMI, LOS ANGELES, SUN-BELT...). ○ Sports (Arizona, Nevada) ○ Religious (SALT LAKE CITY) ○ Administration (Washington) 	<ul style="list-style-type: none"> - Using group discussions guide learners to identify factors for industrial development ,importance of industries in USA, problems associated with industrialization and give solutions - On the economic map of USA, students should locate major industrialized regions - In groups compare industrial problems in USA and in Rwanda - Ask students to compare the role of Urbanization in USA and Rwanda. - In groups, students should discuss and mention factors for urbanization, give advantages for urbanization and problems related to urbanization in U.S.A
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<p>disadvantages of urbanization in USA</p> <ul style="list-style-type: none"> - Give the influence of USA's trade on the international trade - Compare trade in USA with trade in Rwanda <ul style="list-style-type: none"> - Locate agricultural plantation zones in Brazil - Identify factors for the development of plantation agriculture in Brazil - Explain advantages and disadvantages of plantation agriculture - Suggest the steps taken to solve problems <ul style="list-style-type: none"> - Locate industrial regions in Brazil - Explain the factors for industrialization in Brazil 	<ul style="list-style-type: none"> • Mining (Birmingham, Pittsburgh) <ul style="list-style-type: none"> - Importance of Urbanisation - Effects of Urbanisation <p>5. U.S.A's Economic influence on World Trade</p> <p>II. BRAZIL : (A new industrialised country)</p> <p>1. General presentation</p> <ul style="list-style-type: none"> - location, Extent, size, capital, administrative divisions <p>2. Plantation Agriculture</p> <ul style="list-style-type: none"> - Coffee - Sugar cane - Factors favouring this type of farming/Plantation agriculture - Importance of plantation Agriculture - Problems and solutions associated with plantation Agriculture <p>3. Industry in Brazil</p> <ol style="list-style-type: none"> a) Industrial regions b) Types of Industries c) Factors for Industrial prosperity in South East <ul style="list-style-type: none"> - Raw materials : e.g. SAO PAULO - Availability of Energy sources - Easy accessibility to the sea - Foreign investments 	<ul style="list-style-type: none"> - Show Brazil on the map of South America and ask learners to draw it in their books - Use the economic map of Brazil to identify the major plantation agricultural zones in Brazil - In groups help learners to identify the factors favoring plantation agriculture, advantages, and disadvantages, - Use previous experience on agriculture in Africa and give problems facing plantation agriculture in Brazil, give solutions to the problems. - Use discussion groups to identify factors for industrialization in Brazil and types of industries
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<ul style="list-style-type: none"> - Locate the Brazil's Interior regions - Explain the benefits of Brazil's government interior policy in the development of the Interior Brazil - Identify the Economic activities in the Brazil's interior - Mention the problems faced in the interior's development - Locate urban areas in Brazil - Identify urban problems in Brazil - Propose solutions to the problems 	<ul style="list-style-type: none"> - Availability of market - Availability of cheap labour <p>4. Brazil's Interior government Policy</p> <ul style="list-style-type: none"> - creation of Brasilia as a capital - construction of Trans-Amazonia - creation of small interior towns - Establishment of Plantation agriculture - Power Production and Industrialisation <p>5. Problems facing Brazil's urban Zones</p> <ul style="list-style-type: none"> - Rapid growth - Rural Urban migration E.g Large numbers of women - Growth of Slums <p>6. Solutions to the problems</p>	<ul style="list-style-type: none"> - On Brazil's map, identify and locate the major industries - Using the map of Brazil, explain the benefits of Brazil's Interior government Policy - Form groups and ask students to discuss the problems faced by urban areas in Brazil and suggest solutions to the problems.
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CHAPTER 2. CASE STUDIES FROM ASIA

Duration : 9 periods

<ul style="list-style-type: none"> - Locate Asia on the World map - Describe the physical and human aspects of Asia 	<p>I. GENERAL PRESENTATION OF ASIA.</p> <ul style="list-style-type: none"> - Location - Extent - Size - population - Political map - Physical background: relief, climate, drainage. 	<ul style="list-style-type: none"> - Use the world map and ask students to locate the Asian states. - Use the physical map of Asia to describe the relief, climate, vegetation and drainage of Asia.
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<ul style="list-style-type: none"> - Locate Japan in Asia - Explain factors for industrialization and development in Japan - Name and locate types of industries in Japan - Mention the industrial problems in Japan and suggest solutions - Locate fishing sites in Japan - Identify the fishing methods used - Give the factors favouring fishing in Japan - Mention the importance of fishing in Japan - Identify the problems and suggest Solutions 	<p>II. JAPAN</p> <ol style="list-style-type: none"> 1. Introduction to Japan 2. Industrial areas/zones 3. Types of industries 4. Factors favouring industrialisation and development in Japan <ul style="list-style-type: none"> - High population that provides internal market - Skilled labour - Innovation and creativity - Research and technology - Accessibility to the sea - Import and Export government policy 5. The importance of industry in the development of Japan 6. Problems of industry and solutions 7. Fishing in Japan <ul style="list-style-type: none"> - Fishing areas - Factors favouring fishing in Japan - Methods used in fishing - Importance of fishing in Japan - Problems faced in fishing and solutions. 	<ul style="list-style-type: none"> - On the physical map of Japan, ask students to identify major islands and describe the relief, climate, vegetation and drainage - Use discussion groups to identify factors favoring industrialization in Brazil, types of industries problems of industrialization and give solutions - Use the map of Japan and guide students to identify major fishing zones in fishing - From known experience about fishing, ask students to discuss the factors for fishing in Japan, importance of fishing, problems and solutions.
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<ul style="list-style-type: none"> - Locate China in Asia - Identify population problems in China - Explain the impacts of China's population policy - Locate major agricultural zones in China - Describe agriculture characteristics in China - Give the importance of agriculture in the development of China - Explain the effects of flooding and give solutions to the problems - Locate industrial areas in China - Identify the factors for industrial development in China - Give the importance of industries in China - Give the problems faced and identify solutions to the problems 	<p>III. CHINA</p> <ol style="list-style-type: none"> 1. Introduction to China 2. Problems of population in china <ul style="list-style-type: none"> - 1/5 of world population (size of population compared to the world population) - Unequal distribution of population with a high density in rural areas - Living on water 3. Population policy in China <ul style="list-style-type: none"> o Restriction/limitation of births o Social measures towards family 4. Agriculture in china <ol style="list-style-type: none"> a) Characteristics : collective agriculture, Skilled Labour b) Major production and agricultural zones/areas e.g Yang Tse-Kiang, Si-Kiang c) Irrigation farming in China d) Pig farming in China e) Fishing in China f) Importance of agriculture in China e.g. Enough food supply g) Flooding : problems faced and solutions 5. Industrial development in China <ul style="list-style-type: none"> - Industrial regions : The North, The Yang-tse-Kiang (Shanghai's), The South and West. - Factors for Industrial development - Importance of Industrialisation. - The problems and their possible solutions 	<ul style="list-style-type: none"> - Ask students to identify the location of China on the Asian continent and describe the relief features, climate, vegetation and drainage system of China. - In groups, guide students to discuss on the demographic problems of China and discuss the impacts of China's population policy. - Use the economic map of China to identify the major agricultural zones - Use previous experience on agriculture in Africa and give types, and characteristics of agriculture in China - In groups help learners to identify the factors favoring agriculture, importance, problems and their solutions - Ask students to locate major industrial zones on the map of China. - Use discussion groups to identify factors favoring industrialization in China, types of industries, problems of industrialization and give solutions
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CHAPTER3. CASE STUDIES FROM OCEANIA**Duration: 3 Periods**

SPECIFIC OBJECTIVES	CONTENT	LEARNING/TEACHING ACTIVITIES.
<ul style="list-style-type: none"> - Locate Oceania on the map - Describe the political and physical background of Australia. - Explain the importance of irrigation along major rivers in Australia. - Explain the importance of livestock farming in Australia. - Identify factors for the development of industries in Australia. - Mention the importance of industries in Australia 	<p>I. GENERAL PRESENTATION OF OCEANIA</p> <ul style="list-style-type: none"> - Location and extent - Size <p>II. CASE STUDIES FROM AUSTRALIA</p> <p>1. Introduction</p> <ul style="list-style-type: none"> - Size - Population - political map - Physical background of Australia <p>2. Agriculture in Australia</p> <ul style="list-style-type: none"> ○ Irrigation along river ; <ul style="list-style-type: none"> - Murray - Darling ○ Live stock farming (sheep and cattle) <p>3. Industrialisation in Australia</p> <ul style="list-style-type: none"> - Factors for industrial development : <ul style="list-style-type: none"> ○ Labour ○ Mineral resource ○ Power and energy ○ Agricultural resources - Importance of industries in Australia 	<ul style="list-style-type: none"> - On world political map, learners locate Oceania and identify its different countries - Give the estimated population of Oceania countries. - On a political map of Australia, learners should identify and locate major cities and towns - On a physical map of Australia, learners should identify relief, climate and drainage. - on a the economic map of Australia, learners should locate major agricultural zones and explain irrigation along river - Help learners to explain the importance of sheep and cattle farming. - Help learners to locate major industries in Australia. - Guide learners to discuss the importance of industries in Australia.

PART THREE: MAP WORK AND PHOTOGRAPH INTERPRETATION

Duration: 6 periods

<ul style="list-style-type: none"> - Outline the symbols and signs used on a map - Read and interpret maps with the help of the key - Identify physical and human aspects on a map - Use scale in measuring areas and distances - Locate and identify places on maps using grid reference - Draw a cross-section of the map 	<p>I. MAP WORK</p> <p>1. Map Symbols</p> <p style="padding-left: 20px;">a) Points</p> <p style="padding-left: 20px;">b) Lines</p> <p style="padding-left: 40px;">Examples: - Contours</p> <p style="padding-left: 40px;">- Rivers</p> <p style="padding-left: 40px;">- Isohyets, Isobars,</p> <p style="padding-left: 40px;">- Boundaries and communication lines</p> <p style="padding-left: 20px;">c) Areas</p> <p style="padding-left: 40px;">- Dash</p> <p style="padding-left: 40px;">- Straight lines, Horizontal lines, Vertical Lines</p> <p>2. Identification and interpretation of symbols on a map</p> <p style="padding-left: 20px;">a) Recognising physical and human aspects on maps using the key and general interpretation</p> <p style="padding-left: 20px;">b) Relationships :</p> <p style="padding-left: 40px;">Example : relationship between settlement and drainage</p> <p>3. Measuring Distance and area on the Maps</p> <p>4. The use of grid references , Direction and Bearing on maps</p> <p>5. Representation of relief on the map</p> <p>6. Drawing Cross-section, Vertical Exaggeration</p> <p>7. Drawing sketches</p>	<ul style="list-style-type: none"> - Use a relief map (O.S.M) and ask students to identify different symbols used on the map and classify them into three categories. - Ask the students to use the key and identify features on a map, and help learners to interpret the map symbols - In small groups help students to identify the relationships between different features - Remind students that the same symbols and signs are used on a thematic map and needs same skills to interpret it. - Help students to identify places on a map and guide them on how to identify grid reference coordinates on a map i.e. Eastings and Northings coordinates - Identify materials used and explain the Procedures for drawing a cross-section, e.g. demonstrate by joining two end points of a given section. - Guide students to draw a cross section following given procedures and demonstrate using a thread or a paper how to measure distances on a map.
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<ul style="list-style-type: none"> - Identify types of photographs - Identify physical and human aspects on a photograph - Draw a sketch to represent the Photograph. 	<p>II. PHOTOGRAPHIC INTERPRETATION.</p> <ol style="list-style-type: none"> 1.Types of photographs 2.Recognising Physical and human aspects on photographs 3.Drawing a Sketch from photographs 	<ul style="list-style-type: none"> - Use samples of different types of photo to explain their differences - Divide a photograph in sections i.e. Fore ground, Middle ground, Background and guide students to identify activities taking place from each section - Explain qualities of a good sketch to student and guide them on how to locate features from a photograph on a sketch
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VIII. PARTICULAR POINTS TO NOTE

For effective and efficient teaching of this geography syllabus, it is to be **NOTED** that:

1. Teachers should have at least a diploma in geography from a recognized institution of Higher learning.
2. Field studies should be planned and organized where it is necessary to enable students to acquire the content.
3. The teachers and students use text books, Teachers' guide and students' book, geographical magazines, and other sources of geographical information that is in line with this Ordinary Geography curriculum
4. The world map, the globe and maps indicated in methodology should be available at school.
5. In scheming, the teacher should not go too deep in details to avoid giving unnecessary details not beneficial to the students. He/She should often use map, sketches and other illustrations.
6. Teachers should exploit English and French reference books where necessary because they complement one another.

IX. TEACHING AIDS

1. Physical, human and economic wall maps of Rwanda, Africa, Europe, America, Asia and the world.
2. The earth globe
3. Atlas of Rwanda, Africa and World.
4. Photographs of landscape, economic activities etc
5. Relief maps (Ordinary survey maps (O.S.M)).

6. Measuring instruments: Rain gauge, Thermometer, Barometer, Hygrometer, Wind vane, Anemometer, Compass
Etc
6. Stationary, i.e manlier papers

X. EVALUATION AND ASSESSMENT.

The teacher should always try to examine the standard of his students through evaluation. Evaluation should begin straight away with S.1 entrants even before teaching has been carried out. This will help the teacher to gauge the capability of his/her students. Evaluation should also be carried out in the process of teaching, before or after the lesson.

This can be carried out in the topics covered or such areas that may require general knowledge. In such, written answers may not always be necessary. Such evaluation will help the teacher to gauge the strength and weaknesses of his/her students and to find out whether his objectives have been achieved.

Continuous assessment should be carried out especially after every chapter or topic by giving out tests, exercises, presentations/discussions etc.

Questions should always be logical in sequence i.e. from simple to complex depending on the level of students.

Teachers should use effective questioning techniques which;

- Include a range of types of questions which encourage pupils to extend their thinking
- Encourage creativity and speculation
- Require extended responses e.g. open ended, higher order, probing questions.
- Encourage individuals, or groups of pupils to formulate their own questions.

Below is a table showing types of questions and their description

TYPE OF QUESTIONS	DESCRIPTION AND AN EXAMPLE
Data recall Questions	Students remember facts, information without putting information to use e.g. what are the main crops in this country?
A naming Question.	Ask pupils simply to name an event, processes phenomena without sharing insight into how it is linked to other factors e.g. What do we call the study of man and his surroundings?
A control Question.	Involves questions to modify pupils behaviour rather than their learning e.g. Will you sit down John!
A pseudo Question.	Constructed to appear that the teacher will accept more than one response but in fact the teacher has clearly made up his mind that this is not so e.g. “Can a land locked country in Africa have an access to the sea or develop into an Industrialised country?”
A speculative Question	Ask students to speculate about the outcome of an hypothetical action “Imagine a world without vegetation, how would this affect our lives?”
A Reasoning Question	Ask students to give reasons why certain things do not happen “What motivates some people to live so near to the volcano?”
An evaluating Question	Is one that makes a student weighing up things in favour of or against an argument e.g. “How is it important to produce few children in our country?”
A problem solving Question	Ask students to construct ways of finding out answers to questions “How can planting trees help in reducing drought and soil erosion In your area?”

It should be noted that any Examination administered to students should atleast have a variety of question types as seen above, as it will help the teachers to find different students' potentials in terms of skills, knowledge and experiences.

At the end of first phase S.3 students are expected to seat for National Examination, at this level therefore, a variety of questions should be set separately according to regions/ continents. For example the Geography examination paper should have **THREE** sections each having **TWO – FOUR** parts in the format below;

SECTIONS	NATURE OF THE QUESTIONS AND AREAS TO BE COVERED	QUESTIONS TO BE ATTEMPTED
<p><u>SECTION A</u></p> <p><u>Part one</u></p> <p><u>Part two</u></p>	<p>Multiple choice questions, structured questions from physical, human/Economic Geography of Rwanda and Africa.</p> <p>Physical, Human/Economic Geography of Rwanda – Essay type of questions.</p> <p>Physical, Human/Economic Geography of Africa – Essay type of questions.</p>	<p>COMPLUSORY AND OPTIONAL QUESTIONS</p>
<p><u>SECTION B</u></p> <p><u>Part one</u></p> <p><u>Part two</u></p> <p><u>Part three</u></p> <p><u>Part four</u></p>	<p><u>Essay type of Questions</u></p> <p>European Geography</p> <p>American Geography</p> <p>Geography of Asia</p> <p>Geography of Oceania</p>	<p>OPTIONAL QUESTIONS – atleast from two parts/continents</p>

<u>SECTION C</u>	<u>Structured type of Questions</u>	<u>COMPLUSORY QUESTIONS -</u>
<u>Part one</u>	Structured questions on Map work and Photograph Interpretation	

XI. REFERENCE BOOKS

PRACTICAL GEOGRAPHY

1. D.N.Mac.Mast : Map reading for East Africa
2. Gahima Charles etc : Atlas for East Africa (Longman)
3. H.S. Ajaegbu : New approach to practical work in geography
4. . B.J. Gordier. : A practical work in geography.
5. H.C. Truran : A practical guide to statistical maps and diagrams
6. Barry Sally. : Aerial photo interpretation
7. Kamuzinzi and Lugoye : Human and physical geography of Uganda with field work
8. .Gerald Hugonie : pratiquer la geography au collège (Armand colin,1992)
9. NCDC UGANDA,1980 : Teachers guidelines to field work in geography

PHYSICAL GEOGRAPHY

10. Collins Buckle : Landforms and scapes in Africa:
11. Prichard : Landforms and scapes in Africa
12. Bunnet : Physical geography in diagram
13. Bunnet : Physical geography in diagram for Africa
14. Bunnet : General geography in diagrams:
15. F.J. Monk house : Physical geography
16. J.Van Riper : Physical geography
- 17.Herman Flohn : Climate and weather:
18. D.L. Holmes : Elements of physical Geology
19. R.g.Barry and R.I Chorley : Atmosphere, weather and climate

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