



The Republic of Uganda

Ministry of Education and Sports

# **GEOGRAPHY TEACHING SYLLABUS**

Uganda Certificate of Education

Senior 1 - 4

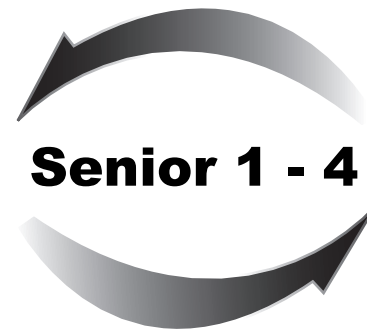


National Curriculum Development Centre  
P.O. Box 7002  
Kampala - Uganda

**2008**

# **GEOGRAPHY TEACHING SYLLABUS**

**UGANDA CERTIFICATE OF EDUCATION**



**National Curriculum Development Centre**

**NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA - 2008.**

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**ISBN 978-9970-117-15-5 (Paperback edition)**

Published by:

**National Curriculum Development Centre.**

*Design by Soft Prints & Designs Ltd.*

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## **ACKNOWLEDGEMENT**

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this 'O' level (UCE) Curriculum Teaching syllabi.

Gratitude goes to the Ministry of Education and Sport for supporting the writing of the different subject syllabi. Our thanks also go to partners in education who provided the professional information and advice that was put together to come up with this teaching syllabus. These include Secondary Schools, Universities, National Teacher Colleges, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Technical and Business Institutions, Private Organisations, Religious Organisations.

Last but not least we would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on the various syllabi.

The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies.



Connie Kateeba  
**DIRECTOR,**  
**National Curriculum Development Centre**

## FOREWORD



The educational experiences one goes through have a lot of bearing on the knowledge and skills acquired, attitudes developed and consequently what one is able to do in achieving quality and successful life.

The teaching syllabuses for O-Level subjects will go a long way in achieving the government aims and objectives of education for all. For a long time each school has been developing its own teaching syllabuses. However, there has been need to standardise the various teaching syllabuses, in terms of scope and depth of the content in the various subjects for every school. This will provide detailed guidance to the teacher for scheming and lesson preparations. The syllabuses still leave room for the teacher to use his/her own creativity. These standardised syllabuses will guide the teaching/learning process.

I appeal to all stakeholders to join hands and make the implementation of this educational process a success.

A handwritten signature in blue ink, appearing to read 'John Mbabazi'.

**Dr. John Mbabazi**  
Director of Education  
Ministry of Education and Sports

# SECTION I

## INTRODUCTION

Geography was first examined by the University of Cambridge as Paper 270. The old syllabus was phased out in the early 1970s. The new syllabus has since been examined as Paper 273. It was first examined by the East African Examination Council and now by Uganda National Examination Board (UNEB).

## PURPOSE

This teaching syllabus is intended to promote uniformity in the teaching of Geography throughout all secondary schools in the country. The content coverage for each class has been mapped out to enable the development of concepts and skills according to the levels of learners. Possible teaching and learning strategies have been suggested but the teacher is advised to come up with more to promote learner – centred learning. Learners should be encouraged to participate actively for better understanding of the concepts and acquisition of skills.

## BROAD AIMS OF EDUCATION

- (i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;
- (ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;
- (iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- (iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- (v) To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
- (vi) To contribute to the building of an integrated, self-sustaining and independent national economy.

## **AIMS AND OBJECTIVES OF SECONDARY EDUCATION**

- (i) Instilling and promoting national unity and an understanding of social and civic responsibilities; strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation.
- (ii) Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- (iii) Imparting and promoting a sense of self-discipline, ethical and spiritual values and personal and collective responsibility and initiative;
- (iv) Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- (v) Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry their application in the content of socio-economic development of Uganda;
- (vi) Enabling individual to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- (vii) Enabling individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and develop of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- (viii) Laying the foundation for further education;
- (ix) Enabling the individual to apply acquired skills in solving problems of the community, and to develop in him a strong sense of constructive and beneficial belonging to that community;
- (x) Instilling positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

## **AIMS OF TEACHING GEOGRAPHY**

- (i) To be aware of, interested in and care for his/her immediate environment.
- (ii) To acquire the appropriate attitudes and skills with which to interpret and develop that environment including those of recording and analyzing.



- (iii) To acquire knowledge and understanding of the relevant aspects of the larger environment in which the community and country exist by selecting topics of particular applicability to his environment.
- (iv) To acquire the ability to use geographical knowledge of the larger environment in which the community and country exist by selecting topics of particular applicability to his environment.
- (v) To interpret photographs depicting both physical and human features, and representing or interpreting geographical statistics.
- (vi) To understand fieldwork techniques and study a local area in the field.

## **TARGET**

This teaching syllabus is intended to be used by trained Grade V and Graduate teachers of Geography.

## **SCOPE AND DEPTH**

This teaching syllabus covers North America, East Africa, Field Work, Map Work, Photographic Interpretation Rhineland and the Rest of Africa. The topics to be covered under China are outlined at the end. Notes have been developed to address respective sub-topics, but they are not exhaustive, the teacher is advised to supplement them.

## **TEACHING SEQUENCE**

The teaching sequence should follow the order in which the topics have been arranged in this teaching syllabus as shown below:

### **SENIOR ONE**

#### **Term One**

Introduction to Geography

The physical and human features in the area around the school

Types/kinds of maps

Introduction to map work

The shape of the earth

#### **Term Two**

Weather and climate

The world climates

Location, position, relief and drainage of North America.  
The utilization of natural resources in British Columbia.

### **Term Three**

The growth and development of New York  
The development of a river basin.  
Extensive wheat farming and industrial development on the Canadian  
Prairies

## **SENIOR TWO**

### **Term One**

Inland water transport  
New England: An agricultural and industrial region  
The development of semi-arid environment: A case study of California.  
East Africa: Location, composition and physical features.

### **Term Two**

Physical features of East Africa.  
Rivers and drainage system in East Africa.  
The climate of East Africa.

### **Term Three**

Population of East Africa  
The development of agriculture in East Africa  
Mining in East Africa  
Industrial development in East Africa

## **SENIOR THREE**

### **Term One**

Fishing in East Africa  
Wildlife conservation and tourism in East Africa

The development of towns and ports in East Africa  
Transport, communication and trade in East Africa  
Map work.

### **Term Two**

Photographic interpretation  
Field work  
Introduction to Rhineland  
Developed economy in a landlocked country with limited resources  
Agriculture and industrial development in Germany

### **Term Three**

Land reclamation and agricultural development in the Netherlands  
The development of agriculture, industry and urbanization in Belgium  
Population distribution and density in Luxembourg  
The development of agriculture and industry in Luxembourg  
The development of the Rhine Valley as an international route way  
The development of Rotterdam as an entre port

## **SENIOR FOUR**

### **Term One**

Location, position, size and political units of Africa  
Formation of relief and major land forms in Africa  
Characteristics and factors affecting climate in Africa  
Characteristics and factors affecting vegetation in Africa  
Population distribution, growth, characteristics and problems in Africa  
Agriculture practices in Africa.

### **Term Two**

Change from tradition nomadic pastoralism to modern livestock  
farming: Ranching in Africa.  
Multi-purpose scheme and river development in Africa  
Use and development of forest resources in Africa

### **Term Three**

Development of mining industry in Africa

Industrial development in Africa

The fishing industry in Africa

Development of transport and communication, problems and prospects in Africa

Development of urban centres in Africa

Development of trade in Africa

### **TIME ALLOCATION**

The time allocated to teaching Geography from S1-S4 is three (3) periods per week each of 40 minutes. The total number of periods to be spent on each topic has been stated in the syllabus.

### **HOW TO USE THE SYLLABUS**

This syllabus is arranged as follows: topic, general objective(s) sub-topics, specific objectives, content, teaching and learning strategies. Specific objectives have been spelt out, but the teacher can come up with others as long as the concepts are not changed.

The teacher is encouraged to integrate Fieldwork, Map Work and Photographic Interpretation in teaching elements of physical and human phenomena. Possible teaching and learning strategies have been suggested but the teacher is advised to come up with more and also to integrate them to help the learners to understand concepts. For example, the concepts could be clarified through use of prose, maps, photographs and models. Learner – centred approach should be promoted for better understanding of the concepts and acquisition of skills.

The teaching syllabus is expected to be used to promote increase in knowledge and acquisition of skills, for example, drawing, observation, and recording. Map Work should be taught using contoured survey map extracts of parts of East Africa while newspaper pull outs, textbooks and actual photographs should be used to teach Photographic Interpretation. Atlases and Wall Maps should be utilized in teaching.

References and instructional materials have been suggested but they are not exhaustive; the teacher is encouraged to use a variety of other sources in the teaching learning process. The Internet, CDs and DVDs should be utilized where possible.

## **MODE OF ASSESSMENT**

There will be two modes of assessing learners, continuous assessment and summative assessment. The assessment should be spontaneous and part of the teaching and learning process to avoid loss of teaching time. It should not be an activity that takes place at the beginning/ end of term or end of the year. All terms will carry continuous assessment marks except in senior four terms two and three. Summative assessment will be conducted in Senior four term three using the following format:

There will be two papers. Questions involving the testing of geographical skills may be set in any section of the papers.

### **Paper 1 (2 hours 20 Min).**

It will consist of two parts, I and II. Part I will contain 35 compulsory multiple-choice questions, carrying 35 marks. Part II will consist of two sections, A and B. Section A will have two compulsory questions on Map Work and Photographic Interpretation carrying 40 marks. Section B will contain five essay questions on East Africa. Candidates will be required to attempt one question in this section carrying 25 marks. **(100 marks).**

### **Paper 2 (2 ½ hours)**

It will consist of two parts, I and II. Part I will contain six questions on The Rest of Africa. Candidates will be required to attempt two questions from this part, carrying 50 marks. Part II will contain nine questions, three questions on each of the three regions, that is: North America, The Rhinelands and China Regions respectively. Candidates will be required to answer two questions, each question chosen from a different region. **(100 marks).**

Note: **Candidates should carry mathematical instruments to the examination room.**