Grade 11 Geography

Term 1 - 52 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

52 complete, ready-to-teach Grade 11 Geography lesson plans for Term 1, covering map reading and interpretation, elementary surveying, statistical methods, geographic information systems (GIS) and weather.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Map Reading and Interpretation	10
1.2	Elementary Surveying	9
1.3	Statistical Methods	11
1.4	Geographic Information Systems (GIS)	11
2.1	Weather	11

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Reading human activities on a topographical map

By the end of the lesson, the learner should be able to: a) identify symbols that represent human activities on a topographical map; b) use the key to name human features

> **Human activities on maps**
> A topographical map shows both natural features (relief, drainage, vegetation) and human (cultural) features. Human features are shown by conventional signs explained in the key.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Reading human activities on a topographical map	1.1 Map Reading and Interpretation	4
2	Settlement and transport on topographical maps	1.1 Map Reading and Interpretation	8
3	Economic activities on topographical maps	1.1 Map Reading and Interpretation	11
4	Social services and the relationship between activities and the environment	1.1 Map Reading and Interpretation	15
5	Enlarging part of a topographical map	1.1 Map Reading and Interpretation	18
6	Reducing part of a topographical map	1.1 Map Reading and Interpretation	21
7	Drawing and displaying sketch maps of enlarged and reduced areas	1.1 Map Reading and Interpretation	24
8	Interpreting relationships between human activities	1.1 Map Reading and Interpretation	27
9	Topographical maps in planning	1.1 Map Reading and Interpretation	30
10	Map reading and interpretation: consolidation	1.1 Map Reading and Interpretation	33
11	Meaning of surveying	1.2 Elementary Surveying	36
12	Types of surveying: cadastral, topographic and engineering	1.2 Elementary Surveying	39
13	Types of surveying: hydrographic, aerial and astronomic	1.2 Elementary Surveying	42
14	Importance of surveying in the society	1.2 Elementary Surveying	45
15	Pacing: calibrating your pace	1.2 Elementary Surveying	48
16	Pacing: collecting data in the school compound	1.2 Elementary Surveying	51
17	Drawing a plan of the school compound from pacing data	1.2 Elementary Surveying	54
18	Talk by a resource person: surveying in the community	1.2 Elementary Surveying	57
19	Elementary surveying: consolidation	1.2 Elementary Surveying	60
20	Statistical data in Geography	1.3 Statistical Methods	63
21	Frequency distribution	1.3 Statistical Methods	66
22	The range and the mean	1.3 Statistical Methods	69
23	Variance and standard deviation	1.3 Statistical Methods	72
24	Interpreting standard deviation: comparing places	1.3 Statistical Methods	75
25	Ways of presenting statistical data	1.3 Statistical Methods	78
26	Drawing compound (cumulative) bar graphs	1.3 Statistical Methods	82
27	Drawing proportional circles	1.3 Statistical Methods	85
28	Drawing divided rectangles and divided bars	1.3 Statistical Methods	88
29	Project: collect, analyse, present and interpret data	1.3 Statistical Methods	91
30	Statistical methods in planning: consolidation	1.3 Statistical Methods	94

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31	What is GIS?	1.4 Geographic Information Systems (GIS)	97
32	The GIS development cycle	1.4 Geographic Information Systems (GIS)	100
33	GIS technologies: the Global Positioning System (GPS)	1.4 Geographic Information Systems (GIS)	104
34	GIS technologies: remote sensing and geospatial artificial intelligence	1.4 Geographic Information Systems (GIS)	107
35	GIS technologies: desktop mapping, CAD and database management systems	1.4 Geographic Information Systems (GIS)	111
36	Types of information stored in GIS: spatial and attribute data	1.4 Geographic Information Systems (GIS)	115
37	GIS storage methods for spatial and attribute data	1.4 Geographic Information Systems (GIS)	118
38	Practical: capturing spatial and attribute data in the school compound	1.4 Geographic Information Systems (GIS)	121
39	Practical: storing GPS points in CSV and displaying them on a map	1.4 Geographic Information Systems (GIS)	125
40	GPS in road emergency response and GIS in decision making	1.4 Geographic Information Systems (GIS)	129
41	GIS as a tool for decision making: consolidation	1.4 Geographic Information Systems (GIS)	132
42	Weather and its elements	2.1 Weather	135
43	Elements of weather: temperature, sunshine and atmospheric pressure	2.1 Weather	138
44	Elements of weather: precipitation, humidity, cloud cover and wind	2.1 Weather	141
45	The weather station	2.1 Weather	144
46	Measuring temperature, rainfall and humidity	2.1 Weather	147
47	Measuring pressure, wind and sunshine	2.1 Weather	151
48	Classification of clouds	2.1 Weather	155
49	Classification of winds by speed and origin	2.1 Weather	159
50	Constructing a simple weather instrument	2.1 Weather	163
51	Running the school weather station and visiting a weather station	2.1 Weather	167
52	Weather forecasting in day-to-day life: consolidation	2.1 Weather	171

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Reading human activities on a topographical map

Strand 1.0 Practical Geography > Sub-strand 1.1 Map Reading and Interpretation | Lesson 1 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify symbols that represent human activities on a topographical map; b) use the key to name human features

KEY INQUIRY QUESTION(S)

- How are topographical maps important in day-to-day life?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-awareness**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Topographical map extracts (1:50,000) or a class map drawn on manila paper | Rulers, pencils, rubbers and squared paper | Atlases

ORGANISATION OF LEARNING

Pairs sharing one map extract; whole class for demonstrations of each activity on an enlarged board map; individual work for sketch maps; groups of four for the planning messages.

KEY WORDS

topographical map | key | conventional sign | grid reference | settlement pattern | nucleated | linear | dispersed | all-weather road | enlargement | reduction | scale

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Look at the map extract. Without reading the key, list five things people have built or done on this land." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Human activities on maps" (key ideas on the next page), explaining as you go. Use topographical map extracts (1:50,000) or a class map drawn on manila paper, rulers, pencils, rubbers and squared paper, atlases. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why must you give evidence when naming an activity on a map?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Human activities on maps

A topographical map shows both natural features (relief, drainage, vegetation) and human (cultural) features. Human features are shown by conventional signs explained in the key.

Activities and the evidence for them: settlement (huts, buildings, towns); transport and communication (roads, tracks, railways, airstrips, telephone lines, post offices); trade (markets, shops, trading centres); industry (factories, quarries, saw mills); agriculture (estates, plantations, cattle dips, dams, irrigation channels); fishing (fish landing sites, ponds); forestry (forests, saw mills, forest stations); wildlife and tourism (national parks, game reserves, hotels, camps, viewpoints); social services (schools, hospitals, churches, mosques, police posts); mining (mines, quarries).

Always quote evidence: "Agriculture: there is a tea estate in grid square 3540."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two features that show settlement on a map.	**For example: huts, buildings, towns, trading centres.**
2	Which symbols would show that an area is used for transport?	**For example: roads, tracks, railway lines, airstrips, bridges.**
3	Give evidence of social services that may appear on a map.	**For example: schools, hospitals or dispensaries, churches, police posts.**
4	Why must you give evidence when naming an activity on a map?	**The examiner or reader needs proof from the map that the activity exists there.**

WATCH OUT FOR

Learners name activities from general knowledge ("people farm here") without map evidence. Always point to a symbol.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify symbols that represent human activities on a topographical map confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify symbols that represent human activities on a topographical map accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify symbols that represent human activities on a topographical map, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify symbols that represent human activities on a topographical map without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a list of ten common symbols with a picture beside each.
Learners ready for more	Find one feature on the extract that could show two activities. Explain. (Answer: For example: a dam can show water supply and irrigation (agriculture) or fishing)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "reading human activities on a topographical map" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Settlement and transport on topographical maps

Strand 1.0 Practical Geography > Sub-strand 1.1 Map Reading and Interpretation | Lesson 2 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe settlement patterns shown on a map; b) describe the transport and communication network on a map

KEY INQUIRY QUESTION(S)

- How are topographical maps important in day-to-day life?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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