Form 1 Geography Term 3 Scheme of Work: Settlements and Urbanisation

Scheme of work · Form 1 Geography

School (write school name) **Teacher** (write name) **Year** (year)

This scheme covers the four Term 3 Geography topics from the Ministry teaching module: Settlements, Urbanisation, Location of Settlements and Challenges in Settlements. Learners move from the types and patterns of settlements, to the factors that decide where people settle, to the problems settlements face and how they can be resolved, and then relate urbanisation to daily life and the environment. Each week uses group work, local observation and simple models made from locally available materia

Weekly plan

Week	Topic and content	Specific outcomes	Activities	Resources	Assessment	Remarks
1	**Settlements** Meaning of a settlement as a permanent or temporary human habitation. Rural and urban settlements. Classification as homestead, hamlet, village, town and city.	• Define a settlement and state the two types, rural and urban	Learners list settlements they know near the school and sort them into rural and urban in groups, giving reasons.	Chalkboard, local map, photographs of settlements	Oral questions and a short written list of local settlements by type	
2	**Settlements** Classification of settlements by size, functions, location, history, architecture and economic characteristics.	• Classify settlements by size and functions	Learners compare a village and a town using a table of size and functions drawn in groups.	Photographs, charts, exercise books	Group comparison table marked against a checklist	
3	**Settlements** Dispersed or isolated, nucleated or clustered, and linear or ribbon patterns, with the characteristics of each.	• Describe the three major patterns of settlement: dispersed, nucleated and linear	Learners sketch each pattern from a map or photograph and match local settlements to a pattern.	Maps, aerial photographs, drawing materials	Labelled sketches of the three patterns	
4	**Location of Settlements** Relief, water, climate, soils, security, tradition or ethnicity, transport, economic factors and government policies.	• Identify factors that influence the location of settlements	Learners study a local settlement and discuss which factors explain why people settled there.	Local map, photographs, chart of factors	Written list of factors with one local example each	

5	**Location of Settlements** Administrative, commercial, agricultural, mining, manufacturing, trade and tourism functions. Personal choice, safety, amenities, health, economic activities and vulnerability of a place.	• Describe the functions of different settlements: administrative, commercial and others • Choose a place to live and justify the choice	Learners match settlements to functions, then choose a place to live from given descriptions and defend the choice in groups.	Function cards, charts, photographs	Oral presentation of the choice with reasons	
6	**Challenges in Settlements** Environmental, social, economic and health challenges: poor waste management, pollution, climate related disasters, inadequate housing, poverty, unemployment, infrastructure costs and disease outbreaks.	• Identify challenges faced in rural and urban settlements	Learners view images or visit a local community, observe challenges and group them as environmental, social, economic or health.	Images, videos, photographs, observation sheets	Group report on observed challenges	Plan the community visit in advance
7	**Challenges in Settlements** Solutions such as sensitisation programmes, tree planting, renewable energy, empowerment of residents, clean water kiosks, rainwater harvesting, road construction and disaster preparedness.	• Suggest ways of resolving challenges experienced in settlements	Each group receives a challenge card, discusses solutions and builds a simple model, for example a water harvesting system or waste bins, from local materials.	Challenge cards, cardboard, bottles, markers, glue	Group model and presentation assessed on the suggested solution	
8	**Challenges in Settlements** Effects of environmental and social challenges on quality of life, poverty, crime and economic opportunities.	• Explain the impacts of settlement challenges on residents	Learners discuss the impacts of one environmental and one social challenge and report back to the class.	Charts, case descriptions, exercise books	Short written explanation of two impacts	
9	**Urbanisation** Urbanisation as the movement of people from rural areas to cities and urban centres. Key terms: urban sprawl, urban renewal, urban planning and sustainable urban development.	• Define urbanisation and use the key terms: urban sprawl, urban renewal, urban planning	Learners respond to the hook about a village becoming a busy city and then define each key term in their own words.	Photographs of towns, key term cards	Oral questions and a key terms list	
10	**Urbanisation** Physical, social and economic factors behind urban growth, with Lusaka, Kitwe and Ndola as examples of urban centres.	• Explain the physical, social and economic causes of urbanisation in Zambia	Learners classify given causes as physical, social or economic and discuss why people move to towns.	Map of Zambia, cause cards	Written classification of causes with explanations	

11	**Urbanisation** Opportunities and challenges of urbanisation: economic growth, housing shortages, strain on infrastructure and environmental degradation. Sustainable urban development.	• Relate urbanisation to daily lives and the environment	Learners debate the benefits and problems of urbanisation and suggest planning ideas for a growing town.	Charts, photographs, exercise books	Debate contribution and short written paragraph	
12	**Settlements** Revision of settlements, location of settlements, challenges in settlements and urbanisation, followed by the end of term test.	• Revise all Term 3 topics	Learners complete revision questions in groups, correct them and then sit the end of term test.	Revision questions, test papers	End of term test	Use test results to plan remedial work

Assessment across the term

Assessment is continuous through oral questions, labelled sketches, group reports, models and presentations, and ends with a written test in Week 12. Group work is marked against simple checklists, and individual written work is marked each week so that learners who need support are found early.

Resources for the term

- Maps of Zambia and the local area
- Photographs, charts and videos of settlements
- Cardboard, bottles, markers, glue and scissors for models
- Challenge cards and key term cards

References

Ministry of Education (CDC) Form 1 Geography syllabus and module; 25Schools learners' notes and teacher's guides for the same topics.