Dennis

SCHEME OF WORK GEOGRAPHY FORM 2 2022

TERM I ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **3** | 1 | INTERNAL LAND- FORMING PROCESSES | Earth movements. Causes of earth movements. | By the end of the lesson, the learner should be able to:  Differentiate between internal and external land forming processes.  Differentiate between crustal compressional and tensional forces. Explain effects of horizontal earth movements.  Describe causes of earth movements. | Probing questions. Brief discussion on compression, tension, upwarping, downwarping, and  shearing of crustal rocks. Drawing illustrative diagrams.  Exposition of new concepts.  Discussion & drawing of illustrative diagrams. |  | KLB GEOGRAPHY BOOK II.  PAGES 1-2 |  |
| 2 | INTERNAL LAND- FORMING PROCESSES | Results of earth movements. Theory of Continental Drift. | By the end of the lesson, the learner should be able to:  Identify landforms resulting from earth movements.  Explain the theory of Continental Drift. | Discussion & drawing of illustrative diagrams.  Exposition of new concepts;  Discussion of evidence to support the theory. | Illustrative diagrams. | PAGES 2-3 |  |
| 3 | INTERNAL LAND- FORMING PROCESSES | The Plates Tectonic Theory.  Folding. | By the end of the lesson, the learner should be able to:  Explain the Plates Tectonic Theory. Define folding.  Explain the causes of folding.  Identify parts of a fold. | Exposition of the theory & discussion on evidence of the theory. Drawing diagrams showing meeting of tectonic plates.  Q/A: review vertical earth movements.  Discussion & drawing illustrative diagrams. | Illustrative diagrams. | PAGES 5-6 |  |
| **4** | 1 | INTERNAL LAND- FORMING PROCESSES | Types of folds. | By the end of the lesson, the learner should be able to:  Identify types of folds. Describe various folding processes. | Exposition of types of folds and resulting landforms. | Illustrative diagrams. | PAGES 9-11 |  |
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|  | 2 | INTERNAL LAND- FORMING PROCESSES | Features resulting from folding. Significance of folding. | By the end of the lesson, the learner should be able to:  Describe landforms resulting from folding. Outline effects of folding. | Discussion & drawing labelled diagrams of landforms.  Q/A & discussion on effects of folding.  Assignment. | Illustrative diagrams. Map: World distribution of fold mountains. |  |  |
| 3 | INTERNAL LAND- FORMING PROCESSES | Faulting. Types of faults. | By the end of the lesson, the learner should be able to:  Define faulting. Identify parts associated with a fault.  Identify types of faults. | Q/A: review horizontal and vertical earth movements.  Discussion on parts associated with a fault. Probing questions and detailed discussion. | Illustrative diagrams. | PAGES 13-14 |  |
| **5** | MID TERM EXAMS AND BREAK | | | | | | | |
| **6** | 1 | INTERNAL LAND- FORMING PROCESSES | Features resulting from faulting. | By the end of the lesson, the learner should be able to:  Describe landforms resulting from faulting. | Discussion & Drawing illustrative diagrams. | Illustrative diagrams. | PAGES 14-19 |  |
| 2 | INTERNAL LAND- FORMING PROCESSES | The Great Rift Valley. The Gregory Rift Valley. | By the end of the lesson, the learner should be able to:  Trace the Great Rift Valley on a map.  Describe parts of the Great Rift Valley.  Trace the Gregory Rift Valley on a map.  Describe the parts of the Gregory Rift Valley. | Case study.  The Afro-Arabian rift system.  The Gregory rift system. | Map: The Afro-Arabian rift system.  Map / chart: Kenyan?s rift system and the associated highlands. | PAGE 21 |  |
| 3 | INTERNAL LAND- FORMING PROCESSES | Significance of faulting. | By the end of the lesson, the learner should be able to:  Explain ways in which faulting is significant. Explain effects of faulting on the physical environment. | Probing questions. Detailed discussion. Assignment. |  | PAGES 22-24 |  |
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| **7** | 1 | INTERNAL LAND- FORMING PROCESSES | Vulcanicity and Earthquakes. Definitions associated with vulcanicity and volcanicity. | By the end of the lesson, the learner should be able to:  Differentiate between vulcanicity and volcanicity.  Differentiate between intrusive and extrusive features. | Exposition of new concepts & brief discussion. |  | PAGES 24-25 |  |
| 2 | INTERNAL LAND- FORMING PROCESSES | Intrusive features. | By the end of the lesson, the learner should be able to:  Identify various intrusive features.  Explain formation of various intrusive features.  Illustrate intrusive features with labelled diagrams. | Exposition of new concepts.  Probing questions. Drawing illustrative diagrams. | Illustrative diagrams. | PAGES 32-34 |  |
| 3 | INTERNAL LAND- FORMING PROCESSES | Extrusive features. Types of volcanoes. | By the end of the lesson, the learner should be able to:  Identify various extrusive volcanic features.  Illustrate extrusive volcanic features with labelled diagrams.  State the three types of volcanoes. | Give examples of extrusive features in Africa. Discussion. Assignment.  Q/A & discussion on types of volcanoes. Assignment: table showing types and examples of volcanoes in the World. | Pictures in various textbooks. | PAGES 25-27 |  |
| **8** | 1 | INTERNAL LAND- FORMING PROCESSES | Distribution of volcanoes and volcanic features. | By the end of the lesson, the learner should be able to:  Identify volcanic regions in Kenya and in Africa. | Drawing map of Kenya & Africa and showing the distribution of volcanoes and volcanic features. | Maps: Volcanic regions in Kenya, Africa and in the World. | PAGES 30-35 |  |
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|  | 2 | INTERNAL LAND- FORMING PROCESSES | Positive influences of vulcanicity. Negative influences of vulcanicity. | By the end of the lesson, the learner should be able to:  Explain ways in which vulcanicity is beneficial to man.  Highlight negative influences of vulcanicity. | Q/A and detailed discussion.  Q/A, detailed discussion and assignment. |  | PAGES 35-36 |  |
| 3 | INTERNAL LAND- FORMING PROCESSES | Earthquakes. Definitions associated with earthquakes. Causes of earthquakes. | By the end of the lesson, the learner should be able to:  Give definitions associated with earthquakes.  Describe human and natural causes of earthquakes. | Q/A definition of earthquake, shockwaves. Exposition of new terms: Seismology, epicentre, focus, tsunamis, tremors. Drawing relevant diagrams.  Q/A to review tectonic movements, vulcanicity. Probing questions leading to causes of earthquakes.  Q/A: human activities that may cause tremors. | Illustrative diagrams. | PAGE 37 |  |
| **9** | 1 | INTERNAL LAND- FORMING PROCESSES | Types of earthquakes and waves. Measurement of earthquakes. | By the end of the lesson, the learner should be able to:  Describe primary and secondary seismic waves.  Identify scales used to determine the intensity and magnitude of an earthquake. | Brief discussion: primary and secondary waves.  Exposition of basic terms:  Mercalli scale and Richter scale.  Open discussion. | Newspaper extracts on intensity and magnitude of earthquakes. | PAGES 38-39 |  |
| 2 | INTERNAL LAND- FORMING PROCESSES | Effects of earthquakes. | By the end of the lesson, the learner should be able to:  Outline effects of earthquakes & tremors. | Q/A and brief discussion. | Newspaper cuttings outlining effects of earthquakes. | PAGES 40-41 |  |
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|  | 3 | MAP WORK | Direction and Bearing.  Methods of showing direction. | By the end of the lesson, the learner should be able to:  Distinguish between direction and bearing.  Outline some traditional and modern methods of showing direction. | Q/A and brief discussion. |  | PAGES 42-43 |  |
| **10** | END OF TERM EXAMS | | | | | | | |

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