Dennis

SCHEME OF WORK GEOGRAPHY FORM 4 2022

TERM I ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **2** | 1 | STATISTICAL METHODS OF PRESENTING DATA | Age- sex pyramids. Age- sex pyramids. | By the end of the lesson, the learner should be able to: Define the term cohort. Recall steps for constructing an age-sex pyramid.  Construct an age-sex pyramid. | Q/A: review previously studied statistical methods of presenting data.  Examine population census results of age and sex.  Teacher explains construction of an age- sex pyramid.  Supervised practice; Written exercise. | Census results. Tabulated data. | KLB BOOK IV Pg 1-2 |  |
| 2 | STATISTICAL METHODS OF PRESENTING DATA | Analysis and interpretation of age-sex pyramids.  Advantages and disadvantages of age-sex pyramids | By the end of the lesson, the learner should be able to:  Analyse and interpret age-sex pyramids.  State advantages and disadvantages of presenting data in form of age- sex pyramids. |  | Charts ? types of age- sex pyramids. | Pg 2-3 |  |
| 3 | STATISTICAL METHODS OF PRESENTING DATA | Analysis and interpretation of age-sex pyramids.  Advantages and disadvantages of age-sex pyramids | By the end of the lesson, the learner should be able to:  Analyse and interpret age-sex pyramids.  State advantages and disadvantages of presenting data in form of age- sex pyramids. |  | Charts ? types of age- sex pyramids. | Pg 2-3 |  |
| 4 | STATISTICAL METHODS OF PRESENTING DATA | Dot maps/ Distribution maps. | By the end of the lesson, the learner should be able to:  Explain factors taken into consideration when constructing a dot map. | Expository approach: Teacher explains significance of dot value, dot size and dot location.  Simple calculations. |  | Pg 3-4 |  |
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| **3** | 1 | STATISTICAL METHODS OF PRESENTING DATA | Constructing dot maps. | By the end of the lesson, the learner should be able to:  Construct dot maps. | Exposition of steps for constructing dot maps. Practical activity- making dot maps.  Supervised practice. | Calculators, tabulated data. | Pg 4-5 |  |
| 2 | STATISTICAL METHODS OF PRESENTING DATA | Advantages & disadvantages of dot maps. Choropleth maps. | By the end of the lesson, the learner should be able to:  State advantages & limitations of dot maps. Draw a choropleth map. | Review previous assignment.  Brief discussion on construction of dot maps.  Assignment.  Teacher exposes and explains new concepts related to choropleth maps.  Written exercise. |  | Pg 5 |  |
| 3 | STATISTICAL METHODS OF PRESENTING DATA | Advantages & disadvantages of choropleth maps. | By the end of the lesson, the learner should be able to: State advantages & disadvantages of chloropleth maps. | Probing questions; Brief discussion. |  | Pg 7 |  |
| 4 | LAND RECLAMATION | Introduction. Irrigation schemes in Kenya. | By the end of the lesson, the learner should be able to:  Define the terms land reclamation and land rehabilitation.  Identify various irrigation schemes in Kenya. | Probing questions related less useful land; Brief discussion. | Map: distribution of irrigation schemes in Kenya. | Pg 9-10 |  |
| **4** | 1 | LAND RECLAMATION | Mwea-Tebere irrigation scheme.  Perkerra irrigation scheme. | By the end of the lesson, the learner should be able to:  State factors influencing location of the scheme. Describe establishment of the scheme. | Probing questions; Detailed discussion on case study. |  | Pg 10-11 |  |
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|  | 2 | LAND RECLAMATION | Significance of irrigation farming in Kenya.  Problems associated with irrigation farming in Kenya. | By the end of the lesson, the learner should be able to: Outline significance of irrigation farming in Kenya.  Outline the problems associated with irrigation farming in Kenya. | Q/A & brief discussion.  Brain storming;  Q/A & brief discussion. |  | Pg 12-13 |  |
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| 3 | LAND RECLAMATION | Methods of land reclamation. Irrigation. | By the end of the lesson, the learner should be able to: Outline types of irrigation. | Exposition of new concepts;  Brief discussion. |  | Pg 14-15 |  |
| 4 | LAND RECLAMATION | Drainage of swamps & pest control. | By the end of the lesson, the learner should be able to: Describe drainage of swamps, control of floods & pest control as methods of land reclamation. | Detailed discussion with probing questions. |  | Pg 13,15 |  |
| **5** | MID TERM EXAMS AND BREAK | | | | | | | |

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| **6** | 1 | LAND RECLAMATION | Other methods of land reclamation. | By the end of the lesson, the learner should be able to: Explain other methods of land reclamation. | Exposition of new concepts;  Probing questions; Brief discussion. |  | Pg 16-18 |  |
| 2 | LAND RECLAMATION | Land reclamation in the Netherlands. | By the end of the lesson, the learner should be able to: Highlight features of Delta Plan project.  State the benefits of the Delta Plan project. | Expository approach & case studies on Delta Plan project.  Brief discussion on benefits of the project; Topic review questions. |  | Pg 20-21 |  |
| 3 | FISHING | Factors influencing fishing. | By the end of the lesson, the learner should be able to: Define the terms fishing and fish-farming.  Outline factors influencing fishing. | Q/A and brief discussion on influence of presence of planktons, ocean currents, nature of coastline, capital, market and transport.  Assignment. | Map- ocean currents of Africa. | Pg 22-23 |  |
| 4 | FISHING | Types of fish & Methods of fishing. | By the end of the lesson, the learner should be able to: Identify types of fish. Outline methods of fishing.  State advantages & disadvantages of specific methods of fishing. | Teacher exposes and explains new concepts related to types of fish and fishing methods. Probing questions on advantages & disadvantages of each method. |  | Pg 25-28 |  |
| **7** | 1 | FISHING | Major fishing grounds in the world. - Atlantic fishing grounds. | By the end of the lesson, the learner should be able to: Account for the extensive and highly developed fish farming in the Atlantic fishing grounds. | Discussion on Atlantic fishing grounds. | Illustrative maps. | Pg 28-32 |  |
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|  | 2 | FISHING | - Pacific fishing grounds. | By the end of the lesson, the learner should be able to: Account for the extensive and highly developed fish farming in the Pacific fishing grounds. | Discussion on Atlantic fishing grounds;  N.E. Asia, West America. | Illustrative maps. | Pg 32-33 |  |
| 2 | FISHING | - Pacific fishing grounds. | By the end of the lesson, the learner should be able to: Account for the extensive and highly developed fish farming in the Pacific fishing grounds. | Discussion on Atlantic fishing grounds;  N.E. Asia, West America. | Illustrative maps. | Pg 32-33 |  |
| 3 | FISHING | Fishing grounds in Africa. | By the end of the lesson, the learner should be able to: Identify major fishing grounds in Africa. | Descriptive approach. Assignment method. | Illustrative maps ? fishing grounds in Africa. | Pg 33-35 |  |
| 4 | FISHING | Fishing in Kenya. | By the end of the lesson, the learner should be able to: Describe marine fishing and inland fishing in Kenya. | Q/A & brief discussion. Superficial case studies. | Map: drainage system in Kenya. | Pg 35-38. |  |
| **8** | 1 | FISHING | Fish farming in Kenya. | By the end of the lesson, the learner should be able to:  Cite significance of fish farming in Kenya and reasons why it should be encouraged.  State advantages & disadvantages of fish farming compared to other farming methods. Describe establishment of fish farming in Kenya. | Brain storming, Brief discussion. |  | Pg 38-40 |  |
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| 2 | FISHING | Problems associated with fishing industry in Kenya. | By the end of the lesson, the learner should be able to: Identify problems associated with fishing industry.  Suggest possible solutions to the problems. | Brain storming, Brief discussion. |  | Pg 44-47 |  |
| 3 | FISHING | Management and conservation of fisheries in Kenya. | By the end of the lesson, the learner should be able to: Outline some measures involved in the management and conservation of fisheries in Kenya. | Brief discussion on management and conservation measures. |  |  |  |
| 4 | FISHING | Fishing in Tanzania. Fishing in Uganda. | By the end of the lesson, the learner should be able to: Describe marine fishing and inland fishing in Tanzania.  Describe marine fishing and inland fishing in Uganda. | Q/A & brief discussion. Superficial case studies. | Map: drainage system in Tanzania.  Map: drainage systems in Uganda. | Pg 40-41 |  |
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| **9** | 1 | FISHING | Fishing in Japan. | By the end of the lesson, the learner should be able to: Account for establishment and development of fishing in Japan. | Case study. | Map showing location of Japan. | Pg 47-48 |  |
| 2 | FISHING | Fishing in Japan. | By the end of the lesson, the learner should be able to: Account for establishment and development of fishing in Japan. | Case study. | Map showing location of Japan. | Pg 47-48 |  |
| 3 | WILDLIFE AND TOURISM | Distribution of wildlife in East Africa. Game Parks in East Africa. | By the end of the lesson, the learner should be able to: Explain the factors influencing distribution of wildlife in East Africa.  Identify major national parks, national reserves and game sanctuaries in East Africa. | Detailed discussion. Q/A and brief discussion.  Locating Game Parks in East Africa on the map; Discuss distribution of the Game Parks. | Map: distribution of major game parks in East Africa. | Pg 50-52 |  |
| 4 | WILDLIFE AND TOURISM | Significance and problems facing Wildlife in East Africa. | By the end of the lesson, the learner should be able to: Outline the significance of wildlife in East Africa.  Outline problems facing wildlife in East Africa. Suggest possible solutions to the problems. | Oral questions; Explanations and open discussion. |  | Pg 54-57 |  |
| **10** | END OF TERM EXAMS | | | | | | | |

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