Dennis

SCHEME OF WORK AGRICULTURE FORM 1 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 | INTRODUCTION TO AGRICULTURE | Introduction. Branches of Agriculture. | By the end of the lesson, the learner should be able to: By the end of the lesson, the learner should be able:  To define Agriculture as an art and a science.  To describe the branches of Agriculture. | Brainstorming: Teacher elicits the definition of Agriculture.  Discussion- Branches of Agriculture: crop farming, livestock farming, Agricultural Economics, Agriculture Engineering, e.t.c. | Chart- Branches of Agriculture.  Livestock / Crop products. | KLB  Pages 1-3 |  |
| 2 | INTRODUCTION TO AGRICULTURE | branches of agriculture | By the end of the lesson, the learner should be able to: to state and explain  branches of agriculture | Brain storming, guided questions and detailed discussion. | Livestock / Crop raw produce, industrial goods, flow charts. | KLB Pages 2 |  |
| 3 | INTRODUCTION TO AGRICULTURE | crop farming Farming Systems. | By the end of the lesson, the learner should be able to:  To state and explain crop farming systems To define a farming system.  To identify factors that affect choice of a farming system. | Brain storming, guided questions and detailed discussion.  Teacher exposes the meaning of a farming system.  Discussion on factors that affect choice of a farming system. | text book Resource person. | KLB Pages 3 |  |
| **4** | 1 | INTRODUCTION TO AGRICULTURE | Farming systems in Kenya.  Intensive farming systems. | By the end of the lesson, the learner should be able to: To describe various farming systems  practised intensively.  To state advantages and disadvantages of each type of intensive farming. | Q/A & Discussion | text book | KLB Pages 4 |  |
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|  | 2 | INTRODUCTION TO AGRICULTURE | Farming systems in Kenya.  Intensive farming systems. | By the end of the lesson, the learner should be able to: To describe various farming systems  practised intensively.  To state advantages and disadvantages of each type of intensive farming. | Q/A & Discussion | text book | KLB Pages 4 |  |
| 3 | INTRODUCTION TO AGRICULTURE | Extensive farming systems. Advantages and disadvantages of extensive farming system. | By the end of the lesson, the learner should be able to: To describe various farming systems  practised extensively.  To state advantages and disadvantages of each type of extensive farming. | Discussion:  Q/A and explanations. | Relevant photographs: plantations, ranches, dairy farms. | KLB  Pages 5 |  |
| **5** | MID TERM EXAMS AND BREAK | | | | | | | |
| **6** | 1 | INTRODUCTION TO AGRICULTURE | Methods of farming.  Mixed farming. Nomadic Pastoralism. | By the end of the lesson, the learner should be able to: To define mixed farming.  To state advantages and disadvantages of mixed farming.  To define nomadic pastoralism.  To state advantages and disadvantages of nomadic pastoralism. | Probing questions. Discussion- factors favouring / militating against mixed farming. Discussion- factors favouring / militating against pastoralism. | film  text book | KLB  Pages 5 |  |
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|  | 2 | INTRODUCTION TO AGRICULTURE | Shifting cultivation. | By the end of the lesson, the learner should be able to: To define shifting cultivation.  To state advantages and disadvantages of shifting cultivation. | Exposition; Discussion. | text book | KLB Pages 5 |  |
| 3 | INTRODUCTION TO AGRICULTURE FACTORS INFLUENCING AGRICULTURE | Roe of agriculture to kenyan economy Human factors. | By the end of the lesson, the learner should be able to:  To explain the role of agriculture to kenyan economy  To explain the human factors influencing Agriculture. | Probing questions. Discussion  Detailed discussion and probing questions on: Health (emphasis on HIV/AIDS), education level, communication, economic development, marketing, government policies, e.t.c. | Charts & photographs.  Data on HIV/AIDS. | KLB Pages 6 |  |
| **7** | 1 | FACTORS INFLUENCING AGRICULTURE | Climatic factors. - Rainfall. | By the end of the lesson, the learner should be able to:  To discuss at length influence of rainfall on Agriculture.  To identify farming practices that:  Reduce effects of water shortage.  Overcome effects of excess water. | Q/A and explanations about: rainfall i.e. lack of rainfall, excess rainfall, rainfall intensity, distribution and reliability.  Exposition and explanations. | Weather station instruments: rain gauge. | KLB  Page 12 |  |
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|  | 2 | FACTORS INFLUENCING AGRICULTURE | -  Temperature.  - Light. | By the end of the lesson, the learner should be able to: To define cardinal temperature range, maximum and  minimum temperature, optimum temperature. To identify factors that cause temperature variations.  To explain ways in which plants/ animals overcome extreme temperatures.  To state functions of light.  To describe characteristics of light. | Exposition and explanation.  Discussion and Q/A on; altitude, latitude, seasons, winds, clouds, slope, e.t.c.  Students highlight ways in which plants / animals overcome extreme temperatures, then the  teacher delves into the details.  Q/A: Functions of light. Exposition & Discussion: Light intensity, duration and wavelength. | Thermometers. text book | KLB  Page 13 |  |
| 3 | FACTORS INFLUENCING AGRICULTURE | - Wind and Relative Humidity. | By the end of the lesson, the learner should be able to:  To identify effects of wind on agricultural production.  To explain relation between relative humidity and rate of evapotranspiration. | Q/A: Uses and nuisances of wind. Exposition: Meaning of relative humidity.  Discussion: Relative humidity v/s rate of evapotranspiration. |  | KLB  Page 15 |  |
| **8** | 1 | FACTORS INFLUENCING AGRICULTURE | Biotic factors. Edaphic factors. | By the end of the lesson, the learner should be able to: To explain effects of biotic factors on Agriculture.  To define soil.  To state uses of soil. To identify forms of weathering. | Q/A and explanations on effects of: pests, diseases, pathogens, predators, pollinators, bacteria, e.t.c. on Agriculture.  Q/A and explanation: definition of soil, its uses.  Exposition: Teacher exposes meaning of weathering and forms of weathering. | Wall charts / Sample pe pollinators.  Soil / rock samples. | KLB  Pages 11 |  |
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|  | 2 | FACTORS INFLUENCING AGRICULTURE | Soil profile. | By the end of the lesson, the learner should be able to:  To define soil profile. To represent soil profile diagrammatically.  To explain effects of soil profile on crop production. | Exposition ? Definition. Drawing and labelling soil horizons.  Explanation and questioning: soil horizons v/s crop production. | Chart ? Soil profile. | KLB  Page21 |  |
| 3 | FACTORS INFLUENCING AGRICULTURE | Soil constituents & sedimentation. Soil texture. | By the end of the lesson, the learner should be able to:  To explain the importance of the soil constituents.  To define soil texture. To identify textural classes of soil.  To identify types of soils. | Discussion: Constituents of soil and importance of each constituent.  Group experiment- Mechanical analysis of soil.  Discuss the results. Expose meaning of soil texture. | school garden Sieve meshes of different diameters, Beakers,  Garden soil, Weighing balance. | KLB Page 24 |  |
| **9** | 1 | FACTORS INFLUENCING AGRICULTURE | Water retention of soils. | By the end of the lesson, the learner should be able to: To describe an experiment to show:  Water retention of soils. Capillary rates of different soils. | Group experiments. Discussion of observations. | Sandy, Loam, Clay soil Cotton wool Funnels  Stop watches Rulers  Measuring cylinders. | KLB  Pages 35 |  |
| 2 | FACTORS INFLUENCING AGRICULTURE | Effect of soil water holding properties on crop production. | By the end of the lesson, the learner should be able to:  To explain the effects of soil water holding properties on crop production. | Q/A and explanation about soil aeration and drainage and their influences on growth of crops. | school garden | KLB  Pages 39 |  |
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|  | 3 | FACTORS INFLUENCING AGRICULTURE | Soil structure. | By the end of the lesson, the learner should be able to:  To define soil structure. To identify types of soil structure.  To identify mans influence on soil structure.  To explain effects of soil structure on crops. | Detailed discussion. Drawing of diagram- soil horizons.  Q/A: Man?s influence on soil structure.  Q/A: Soil structure v/s Crop production. | Chart- soil structure forms. | KLB  Page 40 |  |
| **10** | END OF TERM EXAMS | | | | | | | |

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