SCHEME OF WORK GEOGRAPHY FORM 3 2022

TERM III ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB- TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **2** | 1 | SOIL. | Factors of soil formation. | By the end of the lesson, the learner should be able to:  Explain factors influencing soil formation. | Q/A & discussion. |  | Cert. Geography Bk III  Pg 196-8 |  |
| 2 | SOIL. | Properties of soil. | By the end of the lesson, the learner should be able to:  Identify characteristics of soil. | Q/A & discussion & practical activities e.g. determining soil pH; water retention capacity, porosity, etc. |  | Cert. Geography Bk III  Pg 198-202 |  |
| 3 | SOIL. | Properties of soil. | By the end of the lesson, the learner should be able to:  Identify characteristics of soil. | Q/A & discussion & practical activities e.g. determining soil pH; water retention capacity, porosity, etc. |  | Cert. Geography Bk III  Pg 198-202 |  |
| 4 | SOIL. | Soil degeneration within a locality. | By the end of the lesson, the learner should be able to:  Identify types & causes of soil degeneration. | Q/A: loss of soil fertility.  Detailed discussion. Fieldwork. |  |  |  |
| 5 | SOIL. | Soil degeneration within a locality. | By the end of the lesson, the learner should be able to:  Identify types & causes of soil degeneration. | Q/A: loss of soil fertility.  Detailed discussion. Fieldwork. |  |  |  |
| **3** | 1 | SOIL. | Soil degeneration. | By the end of the lesson, the learner should be able to:  Identify types & causes of soil degeneration in a specific area. | Fieldwork. |  | Cert. Geography Bk III  Pg 208-210 |  |
| 2 | SOIL. | Soil degeneration. | By the end of the lesson, the learner should be able to:  Identify types & causes of soil degeneration in a specific area. | Fieldwork. |  | Cert. Geography Bk III  Pg 208-210 |  |
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|  | 3 | SOIL. | Agents of soil degeneration. | By the end of the lesson, the learner should be able to:  Identify agents of soil degeneration. | Brain storming; Brief discussion. |  | Cert. Geography Bk III  Pg 210-1 |  |
| 4 | SOIL. | Effects of soil erosion. | By the end of the lesson, the learner should be able to:  Outline effects of soil erosion. | Brain storming; Brief discussion. |  | Cert. Geography Bk III  Pg 211-2 |  |
| 5 | SOIL. | Types of soils: Zonal order. | By the end of the lesson, the learner should be able to:  Identify types of soils of the zonal order.  State characteristics of various types of soils of the zonal order. | Exposition & explanations. |  | Cert. Geography Bk III  Pg 212 |  |
| **4** | 1 | SOIL. | Azonal order. | By the end of the lesson, the learner should be able to:  Identify azonal order soils.  State characteristics of various types of soils. | Exposition & explanations. |  | Cert. Geography Bk III  Pg 213 |  |
| 2 | SOIL. | Azonal order. | By the end of the lesson, the learner should be able to:  Identify azonal order soils.  State characteristics of various types of soils. | Exposition & explanations. |  | Cert. Geography Bk III  Pg 213 |  |
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|  | 3 | SOIL. | Azonal order. | By the end of the lesson, the learner should be able to:  Identify azonal order soils.  State characteristics of various types of soils. | Exposition & explanations. |  | Cert. Geography Bk III  Pg 213 |  |
| 4 | SOIL. | Intrazonal order. | By the end of the lesson, the learner should be able to:  Identify types of soils of the intrazonal order.  State characteristics of various intrazonal order soils. | Exposition & explanations. |  | Cert. Geography Bk III  Pg 214 |  |
| 5 | SOIL. | Intrazonal order. | By the end of the lesson, the learner should be able to:  Identify types of soils of the intrazonal order.  State characteristics of various intrazonal order soils. | Exposition & explanations. |  | Cert. Geography Bk III  Pg 214 |  |
| **5** | 1 | SOIL. | Soil conservation & management. | By the end of the lesson, the learner should be able to:  Identify soil conservation & management measures. | Brief discussion & assignment. |  | Cert. Geography Bk III  Pg 215-8 |  |
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|  | 2 | AGRICULTURE | Factors influencing Agriculture. | By the end of the lesson, the learner should be able to:  Explain the factors influencing Agriculture. | Q/A: review various aspects of Agriculture, its importance, etc.  Probing questions on factors affecting Agriculture; biotic, edaphic, economic, climate, etc. |  | Cert. Geography Bk III  Pg 223-8 |  |
| 3 | AGRICULTURE | Factors influencing Agriculture. | By the end of the lesson, the learner should be able to:  Explain the factors influencing Agriculture. | Q/A: review various aspects of Agriculture, its importance, etc.  Probing questions on factors affecting Agriculture; biotic, edaphic, economic, climate, etc. |  | Cert. Geography Bk III  Pg 223-8 |  |
| 4 | AGRICULTURE | Types of Agriculture. | By the end of the lesson, the learner should be able to:  Identify various types of farming systems and methods.  State characteristics of each type of farming system and method. | Q/A, detailed discussion.  Cite examples where each type of farming is successful. |  | Cert. Geography Bk III  Pg 229-238 |  |
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|  | 5 | AGRICULTURE | Tea farming in Kenya. | By the end of the lesson, the learner should be able to:  Identify major tea- growing areas in Kenya. State conditions necessary for tea growing.  Describe cultivation, processing and marketing of tea in Kenya.  Outline some achievements of KTDA. Highlight some problems facing tea farming in Kenya. | Brain storming; Probing questions; Brief discussion. |  | Cert. Geography Bk III  Pg 241-8 |  |
| **6** | 1 | AGRICULTURE | Sugar cane growing in Kenya. | By the end of the lesson, the learner should be able to:  Identify major sugar cane-growing areas in Kenya.  State conditions necessary for sugar cane growing.  Describe cultivation, processing and marketing of sugar cane in Kenya.  Highlight some problems facing sugar cane farming in Kenya. | Brain storming; Probing questions; Brief discussion; Assignments. |  | Cert. Geography Bk III  Pg 248-254 |  |
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|  | 2 | AGRICULTURE | Sugar cane growing in Kenya. | By the end of the lesson, the learner should be able to:  Identify major sugar cane-growing areas in Kenya.  State conditions necessary for sugar cane growing.  Describe cultivation, processing and marketing of sugar cane in Kenya.  Highlight some problems facing sugar cane farming in Kenya. | Brain storming; Probing questions; Brief discussion; Assignments. |  | Cert. Geography Bk III  Pg 248-254 |  |
| 3 | AGRICULTURE | Maize growing in Kenya. | By the end of the lesson, the learner should be able to:  Identify major maize- growing areas in Kenya. State conditions necessary for maize growing.  Describe cultivation, processing and marketing of maize in Kenya.  Highlight some problems facing maize farming in Kenya. | Brain storming; Probing questions; Brief discussion. |  | Cert. Geography Bk III  Pg 254-260 |  |
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|  | 4 | AGRICULTURE | Cocoa in Ghana. | By the end of the lesson, the learner should be able to:  Identify major cocoa growing areas in Ghana. State conditions necessary for cocoa growing.  Describe cultivation, processing and marketing of cocoa in Ghana.  Highlight some problems facing cocoa growing in Ghana. | Oral questions, brief discussion & explanations. |  | Cert. Geography Bk III  Pg 260-265 |  |
| 5 | AGRICULTURE | Oil palm in Nigeria. | By the end of the lesson, the learner should be able to:  Identify major oil palm- growing areas in Nigeria.  State conditions necessary for oil palm growing in Nigeria.  Describe cultivation, processing and marketing of oil palm in Nigeria.  Highlight some problems facing oil palm growing in Nigeria. | Brain storming; Probing questions; Brief discussion. |  | Cert. Geography Bk III  Pg 265-269 |  |
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| **7** | 1 | AGRICULTURE | Coffee in Kenya. | By the end of the lesson, the learner should be able to:  Identify major coffee growing areas in Kenya. State conditions necessary for coffee growing.  Describe cultivation, processing and marketing of coffee in Kenya.  Highlight some problems facing coffee farming in Kenya. | Q/A, brief discussion & Assignment. |  | Cert. Geography Bk III  Pg 271-4 |  |
| 2 | AGRICULTURE | Coffee in Kenya. | By the end of the lesson, the learner should be able to:  Identify major coffee growing areas in Kenya. State conditions necessary for coffee growing.  Describe cultivation, processing and marketing of coffee in Kenya.  Highlight some problems facing coffee farming in Kenya. | Q/A, brief discussion & Assignment. |  | Cert. Geography Bk III  Pg 271-4 |  |
| 3 | AGRICULTURE | Coffee in Brazil. | By the end of the lesson, the learner should be able to:  Identify conditions favourable for coffee farming in Brazil.  Outline problems facing coffee farming in Brazil. | Q/A & explanations & Assignment. |  | Cert. Geography Bk III  Pg 274-5 |  |
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|  | 4 | AGRICULTURE | Wheat growing in Kenya & Canada. | By the end of the lesson, the learner should be able to:  Identify conditions favouring wheat growing in Kenya & Canada. | Q/A & explanations. |  | Cert. Geography Bk III  277-282 |  |
| 5 | AGRICULTURE | Wheat growing in Kenya & Canada. | By the end of the lesson, the learner should be able to:  Identify conditions favouring wheat growing in Kenya & Canada. | Q/A & explanations. |  | Cert. Geography Bk III  277-282 |  |
| **8** | 1 | AGRICULTURE | Horticulture in Kenya. | By the end of the lesson, the learner should be able to:  Identify conditions favouring growing horticulture in Kenya. Give examples of horticultural crops and their importance.  Describe marketing of horticultural crops in Kenya.  Highlight problems facing horticulture in Kenya. | Brain storming; Probing questions; Brief discussion. |  | Cert. Geography Bk III  283 |  |
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|  | 2 | AGRICULTURE | Horticulture in the Netherlands. | By the end of the lesson, the learner should be able to:  Identify conditions favouring horticulture in the Netherlands.  Describe marketing of horticultural crops in the Netherlands.  Highlight problems facing horticulture in the Netherlands. | Probing questions & brief discussion. |  | Cert. Geography Bk III  Pg 288 |  |
| 3 | AGRICULTURE | Commercial dairy & beef farming in Kenya & in Denmark. | By the end of the lesson, the learner should be able to:  Outline conditions favouring commercial dairy & beef farming in Kenya.  Identify dairy / beef cattle breeds reared in Kenya.  Identify problems facing commercial dairy & beef farming in Kenya and the responses of the government to these problems. | Probing questions, brief discussion & assignment. |  | Cert. Geography Bk III  Pg 290 |  |
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|  | 4 | AGRICULTURE | Commercial dairy & beef farming in Kenya & in Denmark. | By the end of the lesson, the learner should be able to:  Outline conditions favouring commercial dairy & beef farming in Kenya.  Identify dairy / beef cattle breeds reared in Kenya.  Identify problems facing commercial dairy & beef farming in Kenya and the responses of the government to these problems. | Probing questions, brief discussion & assignment. |  | Cert. Geography Bk III  Pg 290 |  |
| 5 | AGRICULTURE | Beef farming in Argentina. | By the end of the lesson, the learner should be able to:  Identify conditions favouring beef farming in Argentina.  Describe the organization of beef farms in Argentina. | Explanations, probing questions & discussion. |  | Cert. Geography Bk III  Pg 306 |  |
| **9** | END OF TERM EXAMS AND SCHOOL CLOSING | | | | | | | |