**TERM 1**

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| **WK** | **PRD** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **TEACHING/ LEARNING ACTIVITIESBJECTIVES** | **TEACHING/ LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| 1 | 123 | -INTERNAL LAND FORMING PROCESSES | -earth movements- types of earth movements; horizontal and vertical earth movements-causes of horizontal and vertical earth movements | By the end of the lesson, the learner should be able to define and describe horizontal and vertical earth movements | * Class discussion
* Questioning method
* Note taking
 | * Chalkboard
* Wall charts
* models
 | * Certificate Geography students book 3 pg 1-7
* Teachers guide
 |  |
|  2 | 123 | ‘’ | -causes of horizontal and vertical earth movements -theory of continental drift-plate tectonic  | -By the end of the lesson, the learner should be able to,-describe causes of vertical and horizontal earth movements- Explain the continental drift theory  | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
 | * Certificate Geography students book 3 pg 3-7
* Teachers guide
 |  |
|  3 | 123 | ‘’ | -plate tectonic theory-folding-types of folds-resultant features of folding | By the end of the lesson, the learner should be able to, explain the theory of plate tectonic, process of folding and discuss types resultant features of folding | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
 | * Certificate Geography students book 3 pg 8-13
* Teachers guide
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|  4 | 123 | ‘’ | -Fold mountains-significance of folding -faulting; definition and process  | By the end of the lesson, the learner should be able to explain formation of fold mountains, significance of fold mountains define and explain the process of faulting | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
 | * Certificate Geography students book 3 pg 15-18
* Teachers guide
 |  |
|  5 |  1  2 3  |  ‘’ | -types of faulting and resultant features-the great rift valley-significance of faulting | By the end of the lesson, the learner should be able to, state types of faults and describe resultant features of faulting, explain formation of rift valley and distribution of rifts-explain the significance of faulting | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
* Field excursions
 | * Chalkboard
* Wall charts
* Diagram
 | * Certificate Geography students book 3 pg 18-29
* Teachers guide
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|  6 | 123 | VULCANICITY AND EARTHQUAKES | -meaning of vulcanicity-types-resultant features; intrusive land forms namely batholiths, lopoliths, dykes, sills and laccoliths   | By the end of the lesson, the learner should be able to define vulcanicity and discuss types of vulcanicity.-describe resultant features of vulcanicity  | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
 | * Certificate Geography students book 3 pg 30-34
* Teachers guide
 |  |
|  7 | 123 |  ‘’ | -laccoliths-pacoliths-extrusive land forms; domes, volcanoes, cones, plugs, plateaus. | By the end of the lesson, the learner should be able to describe resultant features of volcanicity | * Class discussion
* Questioning method
* Note taking
* Drawing

Diagrams-field excursions | * Chalkboard
* Wall charts
* Diagram
 | * Certificate Geography students book 3 pg 33-41
* Teachers guide
 |  |
|   8 | 123 |   ‘’ | -craters-calderas-hot springs-geysersTypes of volcanoes-distribution of volcanoes and volcanic features. | By the end of the lesson, the learner should be able to describe resultant features of volcanicity, differentiate types of volcanoes depending on level of activity and describe distribution of volcanic features in the world  | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 43-51
* Teachers guide
 |  |
|   9  | 123 |   ‘’ | -significance of volcanicity-earthquakes; definition and causes | By the end of the lesson, the learner should be able to explain the significance of volcanicity to human and physical environment -define earthquake and causes of earthquake  | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 52-56
* Teachers guide
 |  |
|   10 | 123 |  ‘’ | -earthquake waves-measurement of earthquakes-distribution of earthquake zones | By the end of the lesson the learner should be able to describe types of earthquake waves, how earthquakes are measured and explain distribution of major earthquake zones in the world  | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 56-59
* Teachers guide
 |  |
|   11 | 123 |  ‘’ | -effects of earthquakes on the physical environment and human environment- revision  | By end of the lesson the learner should be able to explain effect of earthquake on physical and human environment -answer questions on various topics covered. | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 59-60
* Teachers guide
 |  |
|   12 | 123 | MAP WORK | -reviewing of last topic learned in form one on map work reading and interpreting maps-direction and bearing-methods of showing direction; traditional method | By end of the lesson the learner should be able to relate the last topic with continuation of map work topic, differentiate between direction and bearing and discuss methods of showing direction . | * Class discussion
* Questioning method
* Note taking
* Drawing diagrams
 | * Wall maps
* Chalk board
* Charts
 | -Revision notes -Certificate Geography students book 3 pg 62-63 |  |
|   13& 14 | 123 | **END TERM EXAMINATIONS** |  |

**TERM 2**

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| **WK** | **PRD** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **TEACHING/ LEARNING ACTIVITIESBJECTIVES** | **TEACHING/ LEARNING RESOURCES** | * **REFERENCES**
 | **REMARKS** |
| 1 | 1- 3 | -Revision | \_\_\_\_\_\_\_\_ | By the end of the lesson, the learner should be able to remember and understand topics learned in term I | * Class discussion
* Questioning and answering
 | -exam papers-notes | * Certificate Geography students book 3 pg 64-68
* Teachers guide
 |  |
| 2 | 1 | MAP WORK | -methods of showing direction; modern methods, types of bearing, calculating bearing and locating places | By the end of the lesson, the learner should be able to identify modern methods of showing direction, discuss types of bearing and calculate bearing.Locate places using bearing, direction and distances.  | * Locating of places
* Questioning method
* Note taking
* Calculating of bearing
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 64-68
* Teachers guide
 |  |
| 3 | 1 |  ‘’ | -longitudes and latitudes-grid reference-methods of representing relief on topographical maps; spot heights and trigonometrical stations | By the end of the lesson, the learner should be able to locate places using longitudes and latitudes and grid reference-describe the different methods used to represent relief  | * Locating of places
* Questioning method
* Note taking
* Calculating of bearing
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 68-71
* Teachers guide
 |  |
| 4 | 123 |   ‘’ | -contours-form lines -pictorial-hachure-hill shading-layer tinting | By the end of the lesson, the learner should be able to describe relief using contours, form lines, pictorial, hachure, hill shades and layer tinting. | * Recording and interpreting maps
* Recording findings
 | * Chalkboard
* Wall charts
* Diagram
* Topographical maps
 | * Certificate Geography students book 3 pg 71-73
* Teachers guide
 |  |
| 5 | 123 | -ASSESSMENT-PHOTOGRAPHS | -types of photographs-parts of a photograph | By the end of the lesson, the learner should be able to able to understand the photographical maps, differentiate types photographs and differentiate parts of a photograph | * Questioning method
* Note taking
* Illustrations
* Discussions
 | * Chalkboard
* Wall charts
* Diagram
* Photographical maps
 | * Certificate Geography students book 3 pg 74-78
* Teachers guide
 |  |
| 6 | 123 |  ‘’ | -interpretation of photographs; estimating actual size of features and sketching diagrams from photographs. | By the end of the lesson, the learner should be able to explain the uses of photographs, estimate actual size of features and sketch a diagram from a photograph | * Questioning method
* Note taking
* Studying photographs
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 79-88
* Teachers guide
 |  |
| 7 | 123 | -PHOTOGRAPHS-ASSESMENT OF THE TOPIC-STATISTICAL METHODS | -interpreting human activities in the photographs-exercise-review of statistical methods learned in form one  | By the end of the lesson, the learner should be able to identify and interpret features on the photographs, answer from the topic and be able to relate content of the topic with field work  | * Note taking
* Studying photographs and interpreting features on them
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 82-87
* Teachers guide
* Own notes
 |  |
| 8 | 123 |   ‘’ | -statistical presentation using comparative line graph-analysis of comparative line graph-construction of comparative bar graph | By the end of the lesson, the learner should be able to construct comparative bar graph, analyze and interpret the data on the graph | * Questioning method
* Note taking
* Studying photographs
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Photographical maps
 | * Certificate Geography students book 3 pg 91-93
* Teachers guide
 |  |
| 9 | 123 |   ‘’ | -Analysis of comparative bar graph-construction and analysis of divided bars or rectangles | By the end of the lesson, the learner should be able to analyze and interpret data on a comparative bar graph, construct analyze and interpret data on a rectangle or divided bar graph | * Questioning method
* Note taking
* Analyzing and interpreting graphs
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Statistical data
 | * Certificate Geography students book 3 pg 95-99
* Teachers guide
 |  |
| 10 | 123 | -STATISTICAL METHODS-CLIMATE; Kenya’s climatic region | -advantages and disadvantages of each statistical method-definition-weather and climate-Kenya’s climatic region  | By the end of the lesson, the learner should be able to state advantages and disadvantages of each statistical method-distinguish between weather and climate-state factors influencing climate  | * Questioning method
* Note taking
* Analyzing and interpreting graphs
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Statistical data
 | * Certificate Geography students book 3 pg 100-108
* Teachers guide
 |  |
| 11 | 123 | CLIMATE 2-world climatic region | -distribution and characteristics of Kenya’s and world’s climatic region- factors used to classify climatic regions; kop per and miller-hot climate-equatorial-equatorial monsoon -topical monsoon | By the end of the lesson, the learner should be able to describe distribution and characteristics of climatic regions of Kenya , explain factors used to classify types of climate-describe the characteristics of each climate type  | * Questioning method
* Note taking
* Analyzing and interpreting graphs
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
* Statistical data
 | * Certificate Geography students book 3 pg 100-108
* Teachers guide
 |  |
| 12 -13 | * REVISION AND END TERM EXAMINATION
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**TERM 3**

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| **WK** | **PRD** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **TEACHING/ LEARNING ACTIVITIESBJECTIVES** | **TEACHING/ LEARNING RESOURCES** | * **REFERENCES**
 | **REMARKS** |
| 1 | 123 | REVISION |  \_\_\_\_\_\_\_\_\_\_ | By the end of the lesson, the learner should be able to answer questions from previously covered work  | * Discussion
 | * Exam papers
* Notes
* Test papers
 | * Certificate Geography students book 3
 |  |
| 2 | 123 | WORLD CLIMATE REGIONS | -tropical marine-tropical desert-tropical continent-warm temperate western margin-warm temperate continental-warm temperate eastern margin-cool climate -cool temperate western margin -cool temperate continental-cool temperate eastern margin | By the end of the lesson, the learner should be able to describe characteristics of each climatic region and type  | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 108-125
* Teachers guide
 |  |
| 3 | 123 |  ‘’ | -cold climate;Cold temperate western marginCold temperate continentalCold temperate eastern margin-arctic climateTundra climatePolar climateMountain climate-local climate; definition | By the end of the lesson, the learner should be able to describe the characteristics of each climate -define and give examples of local climate  | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 126-132
* Teachers guide
 |  |
| 4 | 1 | CLIMATE 3Aridity, Desertification and climate change  | -aridity and desertification and their causes-effects and possible solution-climate change and its causes; natural causes | By the end of the lesson, the learner should be able to account for causes of aridity and desertification, effects and possible solutions to aridity and desertification-discuss the natural causes of climate change  | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 134-144
* Teachers guide
 |  |
| 5 | 123 |  -climate change-revision of covered work | -human causes-consequences of climate change-exercise | By the end of the lesson, the learner should be able to discuss the human causes of climate change-impact of climate change-answer questions from the covered topic | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 143-147
* Teachers guide
 |  |
| 6 | 123 | VEGETATIONIntroduction and Kenya’s vegetation zones  | -definition of vegetation and types of vegetation-factors influencing distribution of vegetation-major vegetation regions in Kenya | By the end of the lesson, the learner should be able to define vegetation and identify the types of vegetation, discuss factors influencing the distribution of vegetation-describe and identify the characteristics of major vegetation regions in Kenya  | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 147-157
* Teachers guide
 |  |
| 7 | 123 |  ‘’ | -Major vegetation regions of the world-forestsTemperate forestMixed forestMangrove forestMediterranean forest-GrasslandTropicaltemperate  | By the end of the lesson, the learner should be able to identify and describe major vegetation regions of the world, types of forests and major grasslands of the world. | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 157-171
* Teachers guide
 |  |
| 8 | 123 |    ‘’ | -desert vegetation-mountain vegetation-significance of vegetation | By the end of the lesson, the learner should be able to identify and describe desert and mountain vegetation-explain significance of vegetation  | * Discussion
* Note taking
* Map reading
* Drawing maps
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 172-180
* Teachers guide
 |  |
| 9 | 123 | FORESTRY | -Definition-types of forest-factors influencing the distribution of forests-importance of forests and forest products in Kenya  | By the end of the lesson, the learner should be able to define forestry and discuss the types of forests, factors influencing distribution of forests, importance of forest and forest products in Kenya.  | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 183-197
* Teachers guide
 |  |
| 10 | 123 |  ‘’ | -problems facing forestry in Kenya -management and conservation of forests-soft wood forest in Kenya and in Canada. | By the end of the lesson, the learner should be able to discuss the ways of managing and conserving forests, explain problems facing forestry in Kenya-compare soft wood forest in Kenya and in Canada  | * Discussion
* Note taking
 | * Chalkboard
* Wall charts
* Diagram
* Atlas
 | * Certificate Geography students book 3 pg 197-200
* Teachers guide
 |  |
|  **11& 12** | **REVISION & END TERM EXAMINATION AND CLOSSING SCHOOL** |  |  |