**TERM 1**

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| **WK** | **PRD** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **TEACHING/ LEARNING ACTIVITIESBJECTIVES** | **TEACHING/ LEARNING** **RESOURCES** | **REFERENCES** | **REMARKS** |
| 1 | 1,2, 3,4 and 5 | STATISTICAL METHODS | -compound bar graph-proportional circle-using square root methods-using diameter method-divided circle | -By the end of the lesson the learner should be able to construct and interpret compound bar graphs, proportional circles using square method, draw proportional circles using diameter proportional to absolute values, state advantages and disadvantages of using proportional circle, draw simple pie chart and interpret it. | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 1-10Teachers guide 3 |  |
| 2 | 1 | ‘’ | -proportional divided circles | -By the end of the lesson the learner should be able to construct, analyze and interpret proportional divided circles-state advantages and disadvantages of divided circles.  | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 10-15Teachers guide 3 |  |
| 2345 | MAP WORK | -identification of physical features on topographical -reliefs-slopes  | -By the end of the lesson the learner should be able to identify various types on topographical maps and interpret them, valleys, hills, interlocking spurs, ridges, cols, escarpments, plateaus and plains  | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 16- 26Teachers guide 3 |  |
| 3 | 12345 | ‘’ | -vegetations-drainage features-drainage patterns-Human economic activities; agriculture, fishing, tourism, telecommunications | -By the end of the lesson the learner should be able to identify the various types of vegetation on topographical maps, various drainage features, various drainage patterns and identify human economic activities | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 26-34Teachers guide 3 |  |
| 4 | 12345 | ‘’ | -settlement- Enlargement and reduction of maps-cross section-labeling features on a cross-section | -By the end of the lesson the learner should be able to explain factors influencing settlement and be able to identify settlement patterns, enlarge and reduce maps or map section, draw cross-section from topographical maps and label features on across section.  | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 34-44Teachers guide 3 |  |
| 5 | 12345 | MAP WORKEXTERNAL LAND FORMING PROCESS  | -Vertical exaggeration-gradient-weathering-factors influencing weathering-types and process of weathering-mechanical weathering | -By the end of the lesson the learner should be able to calculate V.E of cross section, gradient between two points and their inter-visibility, define denudation, weathering and factors influencing weathering, define mechanical and physical weathering  | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 44-59Teachers guide 3 |  |
| 6 | 12345 | ‘’ | -chemical weathering-carbonation-solution-hydrolysis-hydration-oxidation-biological weathering-action of plants-action of animals-action of people-significance of weathering-mass wasting -factors influencing mass wasting | -By the end of the lesson the learner should be able to state and explain the process of chemical weathering, causes of biological weathering, significance of weathering, define mass wasting and factors influencing it. | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 60-65Teachers guide 3 |  |
| 7 | 1, 2 345 |  | -types and processes of mass wasting-slow mass wasting-soil creep-Talus creep-solifluction-rock creep-rapid mass wasting -landslides-down wash-sheet wash-gulling -effects of mass wasting-field work-test | -By the end of the lesson the learner should be able to describe the processes of mass wasting, identify types of land slides and describe how they occur, explain down wash, identify occurrence of mass wasting in the locality and answer questions on topic covered  | -answering and asking questions-taking notes-calculating -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 66-72Teachers guide 3 |  |
| 8 | 12345 | THE HYDROLOGICAL CIRCLE AND THE ACTION OF RIVERS | -processes of hydrological circle-significance of hydrological circle- definition of rivers, processes of erosion and types of river erosion-factors influencing rate of erosion, resultant features such as valleys, gorges, rapids | -By the end of the lesson the learner should be able to define main terms, significance of hydrological circle-describe process and types of river erosion, how valleys, gorges and rapids are formed | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 73- 80Teachers guide 3 |  |
| 9 | 1  2345 |  ‘’  | -waterfalls-interlocking spur-pot holes-river transport-river deposition-depositional features; alluvial forms, meanders and flood plains  | -By the end of the lesson the learner should be able to explain and describe way rapids and water falls form, processes of river transport and factors influencing it, river deposition and depositional feature  | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’sBk 3Pg 80- 89Teachers guide 3 |  |
| 10  | 12345 | ‘’ | -ox-bow lake-river braid-natural levees-deltas-type of deltas-river profile | -By the end of the lesson the learner should be able to describe how ox-bow, levees, deltas and braids are formed-cite examples of deltas in Kenya and around the world-describe various stages in the longitudinal profile and draw the longitudinal profile of a river | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 89- 93Teachers guide 3 |  |
| 11 |  |  ‘’ | -river capture-river rejuvenation and features formed; knick points, river terraces, meanders and gorges-drainage patterns | -By the end of the lesson the learner should be able to define river capture, river rejuvenation and features formed.-state factors influencing drainage patterns and cite examples in Kenya and the world | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 93- 99Teachers guide 3 |  |
| 12 | 12345 | -THE HYDROLOGICAL CIRCLE AND THE ACTION OF RIVERS-OCEANS, SEAS, AND THEIR COASTS | * -accordant
* -discordant
* -back-tilted
* -significance of rivers

-nature of ocean water-movement of the waters; horizontal | -By the end of the lesson the learner should be able to explain how drainage systems are formed, significance of rivers, define oceans and seas and identify them in the world-describe horizontal movement of ocean water and state factors that lead to development of ocean waters. | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 99- 106Teachers guide 3 |  |
| 13 | 12345 |   ‘’ | -vertical movement-tides-types of tides-coastal landforms-waveforms -types of wave forms | -By the end of the lesson the learner should be able to describe vertical movement of ocean waters and its causes-define tides and explain their cause-describe terms used in coastal land forms-describe how waves are formed | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 107- 112Teachers guide 3 |  |
|  14 | 12345 |   ‘’-EXAMS | -wave erosion and features ;cliffs, wave cuts platform bays and head land-caves-arches-stump-staves  | -By the end of the lesson the learner should be able to describe and explain how these features are formed, long shore drift and answer questions on work covered  | -answering and asking questions-taking notes -drawings | -chalkboard -graphs-statistical abstracts | Certificate Geography student’s Bk 3Pg 113- 116Teachers guide 3 |  |

**TERM 2**

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| **WK** | **PRD** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **TEACHING/ LEARNING ACTIVITIESBJECTIVES** | **TEACHING/ LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| 1 | 1 | OCEANS, SEAS AND THEIR COASTS | * Wave transport
 | * By the end of the lesson the learner should be able to describe and explain the process of long shore drift
 | * Discussion
* Asking and answering questions
* Taking notes
 | * Chalkboard
* diagrams
 | * certificate Geography student Bk 3 pg 116-117
* teachers guide book
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| 2 | ‘’ | * features resulting from wave deposition
* beaches
* spits
 | * By the end of the lesson the learner should be able to describe and explain how wave deposition features are formed
 | * Discussion
* Asking and answering questions
* Taking notes
 | * Chalkboard
* diagrams
 | * certificate Geography student Bk 3 pg 118-119

teachers guide book |  |
| 3 | ‘’ | - Bay bars -Off shore bars-Tombolo | * By the end of the lesson the learner should be able to describe and explain how wave deposition features are formed
 | * Discussion
* Asking and answering questions
* Taking notes
 | * Chalkboard
* diagrams
 | * certificate Geography student Bk 3 pg 120-121

teachers guide book |  |
| 4,5 | ‘’ | * mud flats
* cuspate foreland
 | * By the end of the lesson the learner should be able to describe and explain how cuspate fore land and mud flats are formed
 | * Discussion
* Asking and answering questions
* Taking notes
 | * Chalkboard
* diagrams
 | * certificate Geography student Bk 3 pg 122

teachers guide book |  |
| 2 | 1 and 2 | ‘’ | -salt marshes-dune belts | * By the end of the lesson the learner should be able to describe and explain how salt marshes and dune belts are formed
 | * Discussion
* Asking and answering questions
* Taking notes
 | * Chalkboard
* diagrams
 | * certificate Geography student Bk 3 pg 123

teachers guide book |  |
| 3 | ‘’ | -types of coasts-submerged coasts-submerged highland coasts-Ria coasts-Fiord coasts | -By the end of the lesson the learner should be able to describe and explain how the coasts are formed and factors influencing these types of coasts | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 124-125

teachers guide book |  |
| 4,5 | ‘’ | * -longitudinal coasts
* -submerged low land coasts
* -emerged coasts
* -Highland
* -Lowland
* -Coral coast
* -types of coral coasts
* -fringing reefs
 | -By the end of the lesson the learner should be able to describe and explain how the coasts are formed and factors influencing these types of coasts-state conditions necessary for growth of coral polyps-describe formation of fringing reefs | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 124-130

teachers guide book |  |
| 3 | 1 AND 2 | ‘’ | -Barrier reefs-Atolls | -By the end of the lesson the learner should be able to describe and explain how Barrier reefsAnd Atolls are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 130-131

teachers guide book |  |
| 3 | ‘’ | -Theories on formation of barrier and atoll reefs-significance of ocean coasts and coastal feature | - By the end of the lesson the learner should be able to discuss various theories on the formation of barrier and atoll reefs-explain significance of coasts, coastal features and oceans | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 132-134

teachers guide book |  |
| 4,5 | ACTION OF WIND AND WATER IN ARID AREAS | -introduction-wind erosion | -By the end of the lesson the learner should be able to describe the process of wind erosion in arid areas | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 135-138

teachers guide book |  |
| 4 | 1 | ‘’ | -features formed by wind erosion-rock pedestal-mushroom blow-zeugen | -By the end of the lesson the learner should be able to describe how the features are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 139-140

teachers guide book |  |
|  | 2 AND 3 | ‘’ | -yedang-defletion hollow and oasis-ventifacts | -By the end of the lesson the learner should be able to describe how the features are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 141-143

teachers guide book |  |
| 4,5 | ‘’ | -wind transportation-wind deposition and resultant features-sand dunes-Barchans | -By the end of the lesson the learner should be able to state factors influencing wind deposition and describe how sand dunes are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 144-145

teachers guide book |  |
| 5 | 1 AND 2 | ‘’ | -Seif dunes-transverse dunes-dracs -looss-features resulting from the action of water-inseberg-Mesas -Buties  | -By the end of the lesson the learner should be able to describe how the features are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 145-149

teachers guide book |  |
| 3 | ‘’ | -Gorges-Wadis-Alluvial fans-Bajadas | -By the end of the lesson the learner should be able to describe how the features are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 149-150

teachers guide book |  |
| 4,5 | ‘’ | -pediments-pediplains-playas | -By the end of the lesson the learner should be able to describe how the features are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 149-150

teachers guide book |  |
| 6 | 1 | ‘’ | -Significance of desert features | -By the end of the lesson the learner should be able to explain the significance of desert features | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 150-152

teachers guide book |  |
| 2,3 | ACTION OF WATER IN LIMESTONE AREAS | -sources of underground water-factors influencing existence of underground water  | -By the end of the lesson the learner should be able to state sources of underground water and factors influencing their  | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 154-155

teachers guide book |  |
| 4 AND 5 | ‘’ | -water table-features associated with underground water-springs-wells-bore hole | -By the end of the lesson the learner should be able to define water table and name zones of underground and water describe various way in which springs, wells and boreholes | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg -156-159

teachers guide book |  |
| 7 | 1 | ‘’ | -Antesian basin | -By the end of the lesson the learner should be able to define antesian basis, give the ideal condition for the formation of antesian wells, explain the problems associated with antesian well | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg -160-161

teachers guide book |  |
| 2 and 3 | ‘’ | -significance of ground water-karst scenery-surface features in limestone areas-clints and grike-shallow hole-dry valleys-poljes-dolines-uvalas | -By the end of the lesson the learner should be able to explain the significance of ground water and factors influencing the development of karst scenery-describe how these forms are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg -162-163

teachers guide book |  |
| 4,5 | ‘’ | -underground features in limestone areas-cave and caverns-stalagamite-stalacatite-limestone pillars | -By the end of the lesson the learner should be able to explain the significance of limestone features and how they are formed | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg -163

teachers guide book |  |
| 8 | 1 | GLACIATION | -Introduction-Definition of terms | -By the end of the lesson the learner should be able to define terms associated with glaciation | * studying photographs
* drawing
* demonstrations
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg -164

teachers guide book |  |
| 2 | ‘’ | -ice movement | -By the end of the lesson the learner should be able to explain the mechanism through which ice moves and factors influencing ice movement | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg -165-166

teachers guide book |  |
| 3 | ‘’ | -glacial erosion | By the end of the lesson the learner should be able to explain the process of glacial erosion and factor influencing it | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 166

teachers guide book |  |
| 4,5 | ‘’ | -glacial transport | -By the end of the lesson the learner should be able to explain the type of material carried by glacia | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 167

teachers guide book |  |
| 9 | 1 | ‘’ | Glacial deposition  | -By the end of the lesson the learner should be able to identify categories of glacial deposition | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 167

teachers guide book |  |
|  | 2 | ‘’ | Features in glacial highlands* arêtes
* pyramidal peats
* arques
 | -By the end of the lesson the learner should be able to describe how this features are formed | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 168-170

teachers guide book |  |
| 3 | ‘’ | -hanging valley and glacial trough-fiord-rock basin | -By the end of the lesson the learner should be able to describe how this features are formed | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 170-171

teachers guide book |  |
| 4,5 | ‘’ | Features in lowland-erosion features-ice eroded plains-rock mountains-crag and tail | -By the end of the lesson the learner should be able to describe how this features are formed | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 172

teachers guide book |  |
| 10 | 1 and 2 | ‘’ | -depositional features in glaciated lowland-Erratic-boulder clay-rills-drumlins-eskers-outwash plain-terminal moraine | -By the end of the lesson the learner should be able to describe how this features are formed | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 173-175

teachers guide book |  |
| 3 ,4and 5 | LAKES | -Definition-fresh and salty water lakes | -By the end of the lesson the learner should be able to define a lake, identify fresh and salty lakes in Kenya | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 175-177

teachers guide book |  |
| 11 | 1 and 2 | ‘’ | -formation and classification of lakes-lakes formed due to earth movements  | -By the end of the lesson the learner should be able to identify various earth movements that result in lake formation and give examples of such lakes | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 178-180

teachers guide book |  |
| 3,4 and 5 | ‘’ | -lake formed by erosion-lake formed by deposition-lakes formed due human activities-significance of lakes | -By the end of the lesson the learner should be able to identify various human activities that lead to lake formation and their significance, identify various erosion processes by which lake forms and give examples of such, explain how lakes are formed by deposition and give example of such | * demonstrations
* discussions
* asking and answering questions
 | * models
* charts
* photographs
 | * certificate Geography student Bk 3 pg 178-180

teachers guide book |  |
| 12  | 12345 | * CLASSIFICATION OF LAND FORMS
* SOILS
 | **-**mountains**-**plateaus and basins-valleys and basins-define soils-composition of soils-formation of soil i.e soil forming processes | -By the end of the lesson the learner should be able to list types of mountains, describe how they are formed and give example-list types of plateaus and describe how they are formed -list types of valleys and basin giving examples  | **-**questions and answers-note taking | **-**chalkboard | * certificate Geography student Bk 3 pg 185-189

teachers guide book |  |
| 13 | 12345 | * SOILS
 | -factors influencing soil formation-properties and characteristic of soil | -By the end of the lesson the learner should be able to state factors influencing soil formation, define soil texture and structure, describe soil formation processes | **-**questions and answers-note taking-discussion | **-**chalkboard-soil samples-charts | * certificate Geography s-tudent Bk 3 pg 193-200

teachers guide book |  |
|  14 |  | -REVISION AND EXAMINATION |  |

**TERM 3**

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| **WK** | **PRD** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **TEACHING/ LEARNING ACTIVITIESBJECTIVES** | **TEACHING/ LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| 1 | 12345 | SOILS | -properties and characteristics of soils;-thickness, colour, water/ air-porosity-temperature-lime content-soil profileProcesses affecting formation of soil profile  | -By the end of the lesson the learner should be able to describe properties of soil, define soil profile and draw diagram of mature soil profile, explain processes affecting soil profile | **-**questions and answers-note taking-discussion | **-**chalkboard-soil samples-charts | * certificate Geography s-tudent Bk 3 pg 200- 202

 teachers guide book |  |
| 2 | 1 2345 | ‘’ | -soil content-soil degeneration-Soil erosion-soil classification; zonal, intra zonal and a zonal | -By the end of the lesson the learner should be able to define, classify and give examples of soils, soil content, soil degeneration and types of soil degeneration. Soil erosion and its effect  | **-**questions and answers-note taking-discussion | **-**chalkboard-soil samples-charts | * certificate Geography s-tudent Bk 3 pg 202- 213

 teachers guide book |  |
| 3 | 1 2345 | ‘’ | -significance of soil-soil management -soil conservation-field work | -By the end of the lesson the learner should be able to explain the significance of soil, define process of soil management and measures taken to manage soil.-define soil conservation and measures of soil conservation.-Be able to analyze different types of soils  | **-**questions and answers-note taking-discussion | **-**chalkboard-soil samples-charts | * certificate Geography student Bk 3 pg 213- 222

 teachers guide book |  |
| 4 | 12345 | -AGRICULTURE 1INTRODUCTION TO AGRICULTURE-AGRICULTURE 2 CROP FARMING | -definition-factors influencing agriculture; physical, human and biotic-types of agriculture; subsistence, commercial and plantation farming-tea farming; physical requirement and human requirement | -By the end of the lesson the learner should be able to define agriculture and explain physical and human factors influencing agriculture.-State characteristics of shifting, intensive, plantation ,subsistence farming and their problems-give physical and human requirement for growing tea and identify the growing areas in Kenya | **-**questions and answers-note taking-discussion | **-**chalkboard-charts | * certificate Geography student Bk 3 pg 223- 245

 teachers guide book |  |
| 5 | 12345 | ‘’ | -tea cultivation to processing -marketing problems -sugarcane farming; physical and human requirements-cultivation and marketing | -By the end of the lesson the learner should be able to describe stages involved in tea production from planting to processing, explain the marketing of tea in kenya and problems facing tea farming, physical and human requirement for sugarcane growing and areas where its grown in Kenya, explain sugarcane farming from cultivation to marketing | **-**questions and answers-note taking-discussion-visit tea and sugarcane farm and factories-photographs | **-**chalkboard-charts | * certificate Geography student Bk 3 pg 245- 252

- teachers guide book |  |
| 6 | 12345 | ‘’ | -Importance of sugar to the economy and problems facing sugarcane farming-Maize farming in Kenya physical and human requirement, marketing, importance and requirements | -By the end of the lesson the learner should be able to explain the importance of sugarcane to the economy, problems facing sugarcane farming in Kenya-state the physical and human requirements for maize farming, describe maize farming from planting to processing and account for maize distribution in Kenya.-describe marketing of maize, maize importance to the economy and problems facing maize farming in Kenya  | **-**questions and answers-note taking-discussion-visit maize farms-viewing pictures | **-**chalkboard-charts | * certificate Geography student Bk 3 pg 252- 260

 teachers guide book |  |
| 7 | 1,2,345 | ‘’ | -cocoa farming in Ghana; conditions of farming, growth of cocoa, cultivation, distribution of cocoa growing areas, marketing, and problems facing cocoa growing-oil palm in Nigeria; conditions, cultivation  | -By the end of the lesson the learner should be able to state the human and physical requirements of cocoa growing, describe cultivation of cocoa from planting to harvesting, identify cocoa growing zones in Ghana, marketing of cocoa farming in Ghana’s economy and problem facing cocoa farming, state the physical and human conditions of oil palm farming and describe production of crop from planting to processing  | **-**questions and answers-note taking-discussion-visit maize farms-viewing pictures | **-**chalkboard-charts-photographs | * certificate Geography student Bk 3 pg 260- 268

 teachers guide book |  |
| 8 | 1 2345 | AGRICULTURE 2 CROP FARMINGAGRICULTURE 3RELATED STUDIES ON COFFEE , WHEAT AND HORTICULTURE | -oil palm; distribution, marketing importance and problems -coffee in Kenya and Brazil-conditions favouring coffee growth, methods of production, marketing, importance and problems-wheat farming in Kenya and Canada. | -By the end of the lesson the learner should be able to draw sketch of Nigeria indicating oil palm growing areas, economic importance of oil palm in Nigeria-state conditions favouring coffee growing in Kenya and Brazil , methods of production, compare marketing of coffee in brazil and Kenya with economic importance -conditions favouring wheat farming in Kenya and Canada | **-**questions and answers-note taking-discussion- view specimen of coffee-viewing pictures | **-**chalkboard-charts-photographs | * certificate Geography student Bk 3 pg 268- 280

 teachers guide book |  |
| 9 | 12345 |  ‘’ | -distribution-production and marketing-problems-horticulture in Kenya and Netherlands, factors favouring horticulture, cultivation and distribution | -By the end of the lesson the learner should be able to account for wheat growing areas, state problems facing wheat growing in the two countries -define horticulture, state characteristics of horticulture farming and factors favouring horticulture farming in Kenya and Netherlands. - compare horticulture in Kenya and Netherlands . | **-**questions and answers-note taking-discussion-viewing pictures | **-**chalkboard-charts-photographs | * certificate Geography student Bk 3 pg 280- 287

 teachers guide book |  |
| **10,**  | 12345 | AGRICULTURE 4 LIVESTOCK FARMING | -pastoral farming in Kenya, classification factors affecting pastoral farming and possible solution -dairy farming and factors favouring dairy farming in Kenya and Denmark , distribution, marketing and problems | -By the end of the lesson the learner should be able to state factors influencing pastoral farming in Kenya, characteristics of pastoral farming, problems and possible -state characteristics and compare farming in both countries, describe marketing in the two countries- state problems facing dairy farming in both countries | **-**questions and answers-note taking-discussion-viewing pictures | **-**chalkboard-charts-photographs | * certificate Geography student Bk 3 pg 288- 297

 teachers guide book |  |
| **11**  | 12345 | **‘’** | -Beef farming in Kenya and Argentina-distribution of beef farming areas, marketing, economic importance, problems-fieldwork on dairy farming  | -By the end of the lesson the learner should be able to state characteristics of beef farming, compare beef farming in Kenya and Argentina -identify areas of beef farming in Kenya and Argentina, explain importance to economy-find out about dairy farming around the school  | **-**questions and answers-note taking-discussion-viewing pictures | **-**chalkboard-charts-photographs | * certificate Geography student Bk 3 pg 294- 307

 teachers guide book |  |
| **12** | REVISION AND END TERM EXAM |