**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: AGRICUL**

**TERM 1 YEAR: 2024**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | | Learning  Resources | Assessment Methods | Reflection |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | | |
| 2 | **1-3** | **Conserving Agricultural Environment** | **Soil conservation measures**  Importance | ***By the end of the lesson, the learner should be able to:***   1. Explain the importance of soil conservation in agricultural environment, 2. Describe methods of soil conservation in agricultural environment, 3. Carry out soil conservation activities in the school environment, 4. Demonstrate caring attitude towards soil in agricultural environment. | **In groups, learners are guided to**   1. Discussing in pairs the importance of soil conservation in agricultural environment. 2. Form groups, search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines, trash lines, bund formation) using digital devices and print media. 3. Conduct a practical activity: in groups, learners to explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and bund formation. 4. Conduct project: in groups, learners to construct farm model using materials such as cartons, cardboards, soil and 2papier-mache to demonstrate farm layout with various soil conservation measures. | 1. Why should we conserve soil in the environment?  2. How can we conserve soil in the environment? | Stones  Trash from plat remains  Spade  Jembe  Planting materials for grass  Any cover crop  Waste papers  Soil  Carton  Cardboard  Digital resources  Mentor Agriculture Learner’s Book ,Grade 8,Pg 1-3 | | Observation of learning activity  Written assignments |  |
| 3 | **1-3** | **Conserving Agricultural Environment** | **Soil conservation measures**  Methods of soil conservation | ***By the end of the lesson, the learner should be able to:***   1. Explain the importance of soil conservation in agricultural environment, 2. Describe methods of soil conservation in agricultural environment, 3. Carry out soil conservation activities in the school environment, 4. Demonstrate caring attitude towards soil in agricultural environment. | **In groups, learners are guided to**   * Discussing in pairs the importance of soil conservation in agricultural environment. * Form groups, search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines, trash lines, bund formation) using digital devices and print media. * Conduct a practical activity: in groups, learners to explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and bund formation. * Conduct project: in groups, learners to construct farm model using materials such as cartons, cardboards, soil and 2papier-mache to demonstrate farm layout with various soil conservation measures. | 1. Why should we conserve soil in the environment?  2. How can we conserve soil in the environment? | Stones  Trash from plat remains  Spade  Jembe  Planting materials for grass  Any cover crop  Waste papers  Soil  Carton  Cardboard  Digital resources  Mentor Agriculture Learner’s Book ,Grade 8,Pg 3-5 | | Observation of learning activity  Written assignments |  |
| 4 | **1-3** | **Conserving Agricultural Environment** | **Water harvesting and storage**  **Methods and ways of harvesting water for farming** | **By the end of the lesson, the learner should be able to:**   1. Outline methods of harvesting water for farming purposes, 2. Discuss ways of storing harvested water for farming purposes, 3. Take part in harvesting and storing water in the school for farming purposes, 4. Show responsibility in harvesting and storing water for farming. | **In groups leaners are guided to:**   * Brainstorm in pairs, methods of harvesting water for farming purposes. * Search and share information in groups, on how water can be stored for farming purposes, using methods such as shallow water pans, water ponds and water tanks using digital devices and print media. * Make class presentations on possible initiatives that can be made to harvest and store rain water and surface runoff in the school environment. * Initiate measures towards water harvesting and storage of their choice in the school. | How can we harvest and store water for agricultural purposes? | Gardening tools  Jembe  Spade  Panga  Slasher  Manila papers  Marker pens  Mentor Agriculture Learner’s Book ,Grade 8,Pg 6-8 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on water conservation structure |  |
| 5 | **1-3** | **Conserving Agricultural Environment** | **Water harvesting and storage**  **Methods and ways of storing harvested water** | **By the end of the lesson, the learner should be able to:**   1. Outline methods of harvesting water for farming purposes, 2. Discuss ways of storing harvested water for farming purposes, 3. Take part in harvesting and storing water in the school for farming purposes, 4. Show responsibility in harvesting and storing water for farming. | **In groups leaners are guided to:**   * Brainstorm in pairs, methods of harvesting water for farming purposes. * Search and share information in groups, on how water can be stored for farming purposes, using methods such as shallow water pans, water ponds and water tanks using digital devices and print media. * Make class presentations on possible initiatives that can be made to harvest and store rain water and surface runoff in the school environment. * Initiate measures towards water harvesting and storage of their choice in the school. | How can we harvest and store water for agricultural purposes? | Gardening tools  Jembe  Spade  Panga  Slasher  Manila papers  Marker pens  Mentor Agriculture Learner’s Book ,Grade 8,Pg9-12 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on water conservation structure |  |
| 6 | **1-3** | **Crop production** | **Square foot gardening**  **Concept of square foot gardening** | **By the end of the lesson, the learner should be able to:**   1. Describe the concept of square foot gardening in growing crops, 2. Prepare square foot garden for growing crops, 3. Establish a set of crops in the square foot garden, 4. Appraise the value of square foot gardening for household nutrition | **In groups leaners are guided to:**   * Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs. * To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cmby 30cm). The actual measurement may be varied based on the learners’ preference. * To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition). * Discuss and make presentations on the benefits of square foot gardening. * Conduct project: to * Prepare a square foot garden and establish a set of crops of their choice. | 1. What is square foot gardening?  2. How can we grow crops through ssquare foot gardening? | Gardening tools  Jembe  Spade  Panga  Slasher  Manila papers  Marker pens  Tape measure  Planting materials like vegetable herbs  Mentor Agriculture Learner’s Book ,Grade 8,Pg 3-18 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio |  |
| 7 | **1-3** | **Crop production** | **Square foot gardening**  **Preparation of square foot garden** | **By the end of the lesson, the learner should be able to:**   1. Describe the concept of square foot gardening in growing crops, 2. Prepare square foot garden for growing crops, 3. Establish a set of crops in the square foot garden, 4. Appraise the value of square foot gardening for household nutrition | **In groups leaners are guided to:**   * Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs. * To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cmby 30cm). The actual measurement may be varied based on the learners’ preference. * To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition). * Discuss and make presentations on the benefits of square foot gardening. * Conduct project: to * Prepare a square foot garden and establish a set of crops of their choice. | 1. What is square foot gardening?  2. How can we grow crops through ssquare foot gardening? | Gardening tools  Jembe  Spade  Panga  Slasher  Manila papers  Marker pens  Tape measure  Planting materials like vegetable herbs  Mentor Agriculture Learner’s Book ,Grade 8,Pg 19-22 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio |  |
| 8 | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 1-3 | Crop production | Square foot gardening | By the end of the lesson, the learner should be able to:   1. describe the concept of square foot gardening in growing crops, 2. prepare square foot garden for growing crops, 3. establish a set of crops in the square foot garden, 4. appraise the value of square foot gardening for household nutrition | In groups leaners are guided to:   * Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs. * To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cmby 30cm). The actual measurement may be varied based on the learners’ preference. * To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition). * Discuss and make presentations on the benefits of square foot gardening. * Conduct project: to * Prepare a square foot garden and establish a set of crops of their choice. | 1. What is square foot gardening?  2. How can we grow crops through ssquare foot gardening? |  | | **Crop production** | **Square foot gardening**  **Establishes crops for square foot gardening** | **By the end of the lesson, the learner should be able to:**   1. Describe the concept of square foot gardening in growing crops, 2. Prepare square foot garden for growing crops, 3. Establish a set of crops in the square foot garden, 4. Appraise the value of square foot gardening for household nutrition | **In groups leaners are guided to:**   * Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs. * To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cmby 30cm). The actual measurement may be varied based on the learners’ preference. * To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition). * Discuss and make presentations on the benefits of square foot gardening. * Conduct project: to * Prepare a square foot garden and establish a set of crops of their choice. | 1. What is square foot gardening?  2. How can we grow crops through ssquare foot gardening? | Gardening tools  Jembe  Spade  Panga  Slasher  Manila papers  Marker pens  Tape measure  Planting materials like vegetable herbs  Mentor Agriculture Learner’s Book ,Grade 8,Pg 23-25 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio |  |
| 9 | **1-3** | **Crop production** | **Crop management** | **By the end of the lesson, the learner should be able to:**   1. Give meaning of pests in vegetable crops, 2. Identify vegetable crops attacked by pests, 3. Identify pests that attack growing vegetable crops, 4. Control pests on vegetable crops, 5. Give meaning of disease in vegetable crops, 6. Identify vegetable crops attacked by diseases, 7. Control diseases on vegetable crops, 8. Acknowledge importance of controlling pests and diseases in vegetable production | **In groups leaners are guided to:**   * Brainstorm in pairs the meaning of the term crop pests. * Take a field excursion to observe and identify vegetable crops attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found. * Observe and identify pests (aphids, cutworms, caterpillars) during the field excursion. * Observe and identify pests that attack vegetable crops from displayed charts or digital resources (aphids, cutworms, caterpillars). * Control pests on vegetables using methods such as handpicking, removing affected crop parts, uprooting heavily affected crops and applying ash. | 1. How can we identify vegetable crops attacked by pests and diseases?  2. How can we control pests and diseases in crops? | Samples of crop materials affected by crop pest and diseases  Field with growing crops  Digital resources  Charts displaying various crop pest and diseases  Mentor Agriculture Learner’s Book ,Grade 8,Pg 26-28 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on crop pests. |  |
| 10 | **1-3** | **Crop production** | **Crop management** | **By the end of the lesson, the learner should be able to:**   1. Give meaning of pests in vegetable crops, 2. Identify vegetable crops attacked by pests, 3. Identify pests that attack growing vegetable crops, 4. Control pests on vegetable crops, 5. Give meaning of disease in vegetable crops, 6. Identify vegetable crops attacked by diseases, 7. Control diseases on vegetable crops, 8. Acknowledge importance of controlling pests and diseases in vegetable production | **In groups leaners are guided to:**   * Brainstorm in pairs the meaning of the term crop pests. * Take a field excursion to observe and identify vegetable crops attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found. * Observe and identify pests (aphids, cutworms, caterpillars) during the field excursion. * Observe and identify pests that attack vegetable crops from displayed charts or digital resources (aphids, cutworms, caterpillars). * Control pests on vegetables using methods such as handpicking, removing affected crop parts, uprooting heavily affected crops and applying ash. | 1. How can we identify vegetable crops attacked by pests and diseases?  2. How can we control pests and diseases in crops? | Samples of crop materials affected by crop pest and diseases  Field with growing crops  Digital resources  Charts displaying various crop pest and diseases  Mentor Agriculture Learner’s Book ,Grade 8,Pg 29-32 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on crop pests. |  |
| 11 | **1-3** | **Crop production** | **Crop management** | **By the end of the lesson, the learner should be able to:**   1. Give meaning of pests in vegetable crops, 2. Identify vegetable crops attacked by pests, 3. Identify pests that attack growing vegetable crops, 4. Control pests on vegetable crops, 5. Give meaning of disease in vegetable crops, 6. Identify vegetable crops attacked by diseases, 7. Control diseases on vegetable crops, 8. Acknowledge importance of controlling pests and diseases in vegetable production | **In groups leaners are guided to:**   * Brainstorm in pairs the meaning of the term crop pests. * Take a field excursion to observe and identify vegetable crops attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found. * Observe and identify pests (aphids, cutworms, caterpillars) during the field excursion. * Observe and identify pests that attack vegetable crops from displayed charts or digital resources (aphids, cutworms, caterpillars). * Control pests on vegetables using methods such as handpicking, removing affected crop parts, uprooting heavily affected crops and applying ash. | 1. How can we identify vegetable crops attacked by pests and diseases?  2. How can we control pests and diseases in crops? | Samples of crop materials affected by crop pest and diseases  Field with growing crops  Digital resources  Charts displaying various crop pest and diseases  Mentor Agriculture Learner’s Book ,Grade 8,Pg33-38 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on crop pests. |  |
| 12 | **1-3** | **Crop production** | **Crop harvesting**  **Stages of harvesting** | **By the end of the lesson, the learner should be able to:**   1. Identify the appropriate stage of harvesting vegetable crops, 2. Harvest vegetable crops using suitable methods, 3. Take precautions in harvesting vegetables to ensure quality of produce, 4. Show responsibility in handling of vegetable crop produce at harvesting stage. | **In groups leaners are guided to:**   * Take an excursion to a vegetable garden, study and identify vegetables that are ready for harvesting. * Discuss and justify their observations on signs of readiness or non-readiness of the vegetable crops for harvest. * Observe samples of spoilt vegetable produce and then discuss precautions to be observed when harvesting to reduce spoilage. * Demonstrate how to harvest different types of vegetables. * Conduct practical: practice actual harvesting of vegetable crops at the right stage, taking necessary precautions and using appropriate methods when the vegetable is ready for utilization. | 1. How can we tell that a vegetable is ready for harvesting?  2. How can we harvest vegetables to maintain quality and reduce spoilage? | Samples of crop materials affected by crop pest and diseases  Field with growing crops  Digital resources  Charts displaying various crop pest and diseases  Mentor Agriculture Learner’s Book ,Grade 8,Pg 39-40 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on crop pests. |  |
| 13 | **1-3** | **Crop production** | **Crop harvesting**  **Precautions when harvesting** | **By the end of the lesson, the learner should be able to:**   1. Identify the appropriate stage of harvesting vegetable crops, 2. Harvest vegetable crops using suitable methods, 3. Take precautions in harvesting vegetables to ensure quality of produce, 4. Show responsibility in handling of vegetable crop produce at harvesting stage. | **In groups leaners are guided to:**   * Take an excursion to a vegetable garden, study and identify vegetables that are ready for harvesting. * Discuss and justify their observations on signs of readiness or non-readiness of the vegetable crops for harvest. * Observe samples of spoilt vegetable produce and then discuss precautions to be observed when harvesting to reduce spoilage. * Demonstrate how to harvest different types of vegetables. * Conduct practical: practice actual harvesting of vegetable crops at the right stage, taking necessary precautions and using appropriate methods when the vegetable is ready for utilization. | 1. How can we tell that a vegetable is ready for harvesting?  2. How can we harvest vegetables to maintain quality and reduce spoilage? | A field with growing vegetables  Mentor Agriculture Learner’s Book ,Grade 8,Pg 41-45 | | Observation of learning activity  Written assignments  Oral assessment  Group project  Portfolio on harvesting crops. |  |
| 14 | **EXAMINATION CLOSING OF THE SCHOOL** | | | | | | | | | |