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|  | SCHEMES OF WORK FORM TWO GEOGRAPHY TERM ONE YEAR 2019 |
| *WK**NO* | L/*NO* | TOPIC/SUBTOPIC | *LESSON / SPECIFIC*OBJECTIVES | *TEACHING / LEARNING**ACTIVITIES* | *MATERIALS**&**RESOURCES* | REF. | REMARKS |
| 1 | 1 | INTERNAL LAND-FORMING PROCESSESEarth movements. | **By the end of the lesson, the leaner should be able to:**Differentiate between internal and external land forming processes.Differentiate between crustal compressional and tensional forces.Explain effects of horizontal earth movements.  | Probing questions.Brief discussion on compression, tension, upwarping, downwarping, and shearing of crustal rocks.Drawing illustrative diagrams.  |  |  KLBGEOGRAPHY BOOK II. PAGES 1-2 |  |
| 2 | Causes of earth movements. | By the end of the lesson, the leaner should be able to:Describecauses of earth movements. | Exposition of new concepts.Discussion & drawing of illustrative diagrams. |  |  PAGES 2-3 |  |
| 3 | Results of earth movements. | By the end of the lesson, the leaner should be able to:Identify landforms resulting from earth movements. | Discussion & drawing of illustrative diagrams. |  |  PAGES 2-3 |  |
| 2 | 1 | Theory of Continental Drift. | By the end of the lesson, the leaner should be able to:Explain the theory of Continental Drift. | Exposition of new concepts;Discussion of evidence to support the theory. | *Illustrative diagrams.* | PAGES 3-4 |  |
| 2 | The Plates Tectonic Theory. | By the end of the lesson, the leaner should be able to:Explain the Plates Tectonic Theory. | Exposition of the theory & discussion on evidence of the theory.Drawing diagrams showing meeting of tectonic plates. | *Illustrative diagrams.* |  PAGES 5-6 |  |
| 3 | Folding. | By the end of the lesson, the leaner should be able to:Define folding.Explain the causes of folding.Identify parts of a fold**.** | Q/A: review vertical earth movements.Discussion & drawing illustrative diagrams. | *Illustrative diagrams.* |  PAGES 7-8 |  |
| 3 | 1,2 | Types of folds. | By the end of the lesson, the leaner should be able to:Identify types of folds.Describe various folding processes. | Exposition of types of folds and resulting landforms. | *Illustrative diagrams.* | PAGES 9-11 |  |
| 3 | Features resulting from folding. | By the end of the lesson, the leaner should be able to:Describe landforms resulting from folding**.** | Discussion & drawing labelled diagrams of landforms. | *Illustrative diagrams.**Map: World distribution of fold mountains.* |  |  |
| 4 | 1 | Significance of folding. | By the end of the lesson, the leaner should be able to:Outline effects of folding. | Q/A & discussion on effects of folding.Assignment. |  | PAGES 12-13 |  |
| 2 | **Faulting.** | By the end of the lesson, the leaner should be able to:Define faulting.Identify parts associated with a fault. | Q/A: review horizontal and vertical earth movements.Discussion on parts associated with a fault. |  | PAGES 13-14 |  |
| 3 | Types of faults. | By the end of the lesson, the leaner should be able to:Identify types of faults. | Probing questions and detailed discussion. | *Illustrative diagrams.* | PAGES 14-19 |  |
| 5 | 1 | Features resulting from faulting. | By the end of the lesson, the leaner should be able to:Describe landforms resulting from faulting. | Discussion &Drawing illustrative diagrams. | *Illustrative diagrams.* | PAGES 14-19 |  |
| 2,3 | The Great Rift Valley. | By the end of the lesson, the leaner should be able to:Trace the Great Rift Valley on a map.Describe parts of the Great Rift Valley. | Case study.*The Afro-Arabian rift system.* | Map: The Afro-Arabian rift system. | PAGE 21 |  |
| 6 | 1 | The Gregory Rift Valley. | By the end of the lesson, the leaner should be able to:Trace the Gregory Rift Valley on a map.Describe the parts of the Gregory Rift Valley. | Case study.*The Gregory rift system.* | Map / chart: Kenyan’s rift system and the associated highlands.  | PAGES 21-22 |  |
| 2 | Significance of faulting**.** | By the end of the lesson, the leaner should be able to:Explain ways in which faulting is significant.Explain effects of faulting on the physical environment. | Probing questions.Detailed discussion.Assignment. |  | PAGES 22-24 |  |
| 3 | **CAT.** |  |  |  |  |  |
| 7 | 1 | **Vulcanicity and Earthquakes.**Definitions associated with vulcanicityand volcanicity. | By the end of the lesson, the leaner should be able to:Differentiate between vulcanicity and volcanicity.Differentiate between intrusive and extrusive features. | Exposition of new concepts & brief discussion. |  | PAGES 24-25 |  |
| 2,3,  | Intrusive features. | By the end of the lesson, the leaner should be able to:Identify various **i**ntrusive features.Explain formation of various intrusive features.Illustrate intrusive features with labelled diagrams.  | Exposition of new concepts**.**Probing questions.Drawing illustrative diagrams. | *Illustrative diagrams.* | PAGES 32-34 |  |
| 8 | 1-2 | Extrusive features. | By the end of the lesson, the leaner should be able to:Identify various extrusive volcanic features.Illustrate extrusive volcanic features with labelled diagrams. | Give examples of extrusive features in Africa. Discussion.Assignment. | *Pictures in various textbooks.* | PAGES 25-27 |  |
| 3 | Types of volcanoes. | By the end of the lesson, the leaner should be able to:State the three types of volcanoes. | Q/A & discussion on types of volcanoes.Assignment: table showing types and examples of volcanoes in the World. |  | PAGES 25-30 |  |
| 9 | 1-2 | Distribution of volcanoes and volcanic features. | By the end of the lesson, the leaner should be able to:Identify volcanic regions in Kenya and in Africa. | Drawing map of Kenya & Africa and showing the distribution of volcanoes and volcanic features. | Maps: Volcanic regions in Kenya, Africa and in the World. | PAGES 30-35 |  |
| 3 | Positive influences of vulcanicity. | By the end of the lesson, the leaner should be able to:Explain ways in which vulcanicity is beneficial to man. | Q/A and detailed discussion. |  | PAGES 35-36 |  |
| 10 | 1 | Negative influences of vulcanicity. | Highlight negative influences of vulcanicity**.**  | Q/A, detailed discussion and assignment. |  | PAGE 36 |  |
| 2 | Earthquakes.Definitions associated with earthquakes. | By the end of the lesson, the leaner should be able to:Give definitions associated with earthquakes. | Q/A definition of earthquake, shockwaves.Exposition of new terms:Seismology, epicentre, focus, tsunamis, tremors.Drawing relevant diagrams. | *Illustrative diagrams.* | PAGE 37 |  |
| 3 | Causes of earthquakes. | By the end of the lesson, the leaner should be able to:Describe human and natural causes of earthquakes. | Q/A to review tectonic movements, vulcanicity.Probing questions leading to causes of earthquakes.Q/A: human activities that may cause tremors. |  | PAGES 37-38 |  |
| 11 | 1,2 | Types of earthquakes and waves. Measurement of earthquakes.  | By the end of the lesson, the leaner should be able to:Describe primary and secondary seismic waves.Identify scales used to determine the intensity and magnitude of an earthquake. | Brief discussion: primary and secondary waves.Exposition of basic terms:*Mercalli* scale and *Richter* scale.Open discussion. | *Newspaper extracts on intensity and magnitude of earthquakes.* | PAGES 38-39 |  |
| 3 | Effects of earthquakes. | By the end of the lesson, the leaner should be able to:Outline effects of earthquakes & tremors. | Q/A and brief discussion. | *Newspaper cuttings outlining effects of earthquakes.* | PAGES 40-41 |  |
| 12-13 |  | END OF TERM ONE EXAMINATIONS |  |  |  |  |  |
|  | SCHEME OF WORK GEOGRAPHY FORM TWO TERM TWO YEAR 2019 |
| *WK**NO* | L/*NO* | TOPIC/SUBTOPIC | *LESSON / SPECIFIC*OBJECTIVES | *TEACHING / LEARNING**ACTIVITIES* | *MATERIALS**&**RESOURCES* | REF. | REMARKS |
| 1 | 1,2 | MAP WORKDirection and Bearing.Methods of showing direction. | By the end of the lesson, the leaner should be able to:Distinguish between direction and bearing.Outline some traditional and modern methods of showing direction. | Q/A and brief discussion. |  | PAGES42-43 |  |
| 3 | Compass Bearing. | By the end of the lesson, the leaner should be able to:Define bearing of a point.Determine the compass bearings of given points on a map. | Diagram of 16 points of the compass.Oral exercise. | *Pair of compasses & protractors****.*** | PAGES 43-44 |  |
| 2 | 1 | True Bearing. | By the end of the lesson, the leaner should be able to:Find the true bearing of a point from another point. | Brain storming;Class exercise. | *Pair of compasses protractors****.*** | PAGES44-45 |  |
| 2 | Calculation of grid bearing. | By the end of the lesson, the leaner should be able to:Find the grid bearing of a point from another point. | Exposition.Class exercise. | *Pair of compasses protractors****.*** | PAGES 44-45 |  |
| 3 | Determination of magnetic bearing. | By the end of the lesson, the leaner should be able to:Determine magnetic bearing given the grid bearing.  | Q/A: conversion of minutes and seconds to degrees.Exposition: calculating magnetic variation.Worked examples.  |  | PAGES 44-45 |  |
| 3 | 1 | Locating places using latitudes and longitudes. | By the end of the lesson, the leaner should be able to:Locate position of places using latitude and longitudes. | Exercise: locating position of places using latitude and longitudes. | *Topographical maps****.*** | PAGES 46-47 |  |
| 2 | Locating places using four- figure grid references. | By the end of the lesson, the leaner should be able to:Give the four-figure grid reference of points on map. | Q/A identifying easting and nor things. Guided exercise | *Chart: grid reference system.* | PAGES 48-49 |  |
| 3 | Locating places using six-figure grid references. | By the end of the lesson, the leaner should be able to:Give the six-figure grid reference of points on map. | Q/A: identifying eastings and northings.Guided exercise.Assignment. | *Chart: grid reference system.* | P 49 |  |
| 4 | 1 | Representing relief using spot heights and trigonometric stations.  | By the end of the lesson, the leaner should be able to:Define the term land relief.Identify spot heights & trigonometric stations on a map. | Q/A: review six-figure reference.Definition of land relief.Brief discussion. | *Atlases or topographical maps.* | PAGES 49-51 |  |
| 2 | Contours and forms lines. | By the end of the lesson, the leaner should be able to:Define contours and forms lines.Identify Contours and forms lines | Exposition: new terms. Q/A: Contour interval, vertical height.Exercise: estimating height-using contours.  | *Topographical maps.* | PAGES 50-51 |  |
| 3,1 | Methods of representing relief. | By the end of the lesson, the leaner should be able to:Explain use of pictorials, hachures, hill shading and layer tinting to represent relief.State advantages and disadvantages of each method. | Exposition, Q/A and brief discussions.Assignment. | *Textbooks pictures.* | PAGES 53 |  |
| 5 |
| 5 | 2 | PHOTOGRAPH WORK.Ground photographs.Aerial photographs. | By the end of the lesson, the leaner should be able to:Distinguish between ground close-ups and ground oblique photographs.Distinguish between general oblique and vertical aerial photographs.  | Exposition of new concepts & brief discussion. | *Illustrative diagrams.* | PAGES55-57 |  |
| 3 | Parts of a photograph. | By the end of the lesson, the leaner should be able to:Identify horizontal and vertical divisions of a photograph. | Divide a photograph into nine parts then mark them accordingly.Q/A : Identifying features in each division. | *Photographs.* | PAGES 57-58 |  |
| 6 | 1 | Uses of photographs &Limitations of photographs. | By the end of the lesson, the leaner should be able to:State uses of photographs.Highlight limitations in the use of photographs.  | Q/A and discussion. |  | PAGE 59 |  |
| 2 | Interpretation of photographs.  | By the end of the lesson, the leaner should be able to:Explain what interpretation of photographs entails. | Class exercise: estimating the time and season when the photograph was taken, direction and sizes of features. | *Photographs.* | PAGE 59 |  |
| 3,1 | Studying physical features on photographs.  | By the end of the lesson, the leaner should be able to:Describe physical features on photographs. | Q/A and discussion:relief, drainage, natural vegetation, climate and soils. | *Photographs.* | PAGES 59-61 |  |
| 7 |
| 2 | Human activities on photographs. | By the end of the lesson, the leaner should be able to:Identify various human activities on a photograph. | Oral questions on types of farming and supportive evidence.Written exercise. |  | PAGE 61 |  |
| 3 | C.A.T. |  |  |  |  |  |
| 8 | 1 | Industrial activities, mining activities & forms of transport. | By the end of the lesson, the leaner should be able to:Identify industrial and mining activities & forms of transport in a photograph. | Oral questions on presence of industrial and mining activities & modes of transport and communication. | *Photographs.* | PAGE 61 |  |
| 2 | Sketching diagrams from photographs. | By the end of the lesson, the leaner should be able to:Sketch diagrams from parts of photographs. | Teacher highlights the steps to be followed.Supervised exercise &written exercise. | *Photographs.* | PAGE 61 |  |
| 3 | STATISTICAL METHODS.Comparative line graphs. | By the end of the lesson, the leaner should be able to:Construct comparative line graphs.State advantages and disadvantages of comparative line graphs. | Q/A: review methods of presenting statistical data.Activity: construct a comparative line graph.Assignment.  |  | PAGES 64-65 |  |
| 9 | 1 | Comparative bar graphs. | By the end of the lesson, the leaner should be able to:Construct comparative bar graphs.State advantages and disadvantages of comparative bar graphs. | Q/A: review methods of presenting statistical data.Activity: construct a comparative bar graph.Assignment. | *Chart –**Comparative bar graphs.* | PAGES 65-67 |  |
| 23 | Divided bars  &Divided rectangles. | By the end of the lesson, the leaner should be able to:Present statistical data using divided bars and rectangles.State advantages and disadvantages of divided rectangles.  | Exposition.Supervised practice.Oral questions. |  | PAGES 67-69 |  |
| 10 | 1 | Analysis of statistical tables. | By the end of the lesson, the leaner should be able to:Analyse data in statistical tables. | Table analysis. Assignment. |  | PAGES 67-69 |  |
| 10 | 2 | KENYA’S CLIMATIC REGIONS.Definition of weather, climate and elements of weather. | By the end of the lesson, the leaner should be able to:Define climate.Define weather.Identify elements of weather. | Brain storming.Q/A & brief discussion. | *Diagrams and maps.**Combined temperature rainfall diagrams.* | PAGE 70 |  |
| 3 | Factors influencing climate.- ***latitude, altitude and continentality.*** | By the end of the lesson, the leaner should be able to:Explain the influence of latitude, altitude and continentality on the climate of an area. | Brain storming.Exposition, Q/A & discussion. |  | PAGES 70-73 |  |
| 11 | 1,2 | Factors influencing climate.- ***aspect and ocean currents.*** | By the end of the lesson, the leaner should be able to:Explain the influence of aspect and ocean currents on the climate of an area. | Exposition of new aspects & brief discussion. |  | PAGES 70-73 |  |
| 3 | Factors influencing climate.-***wind and air masses & configuration of the coastline.*** | By the end of the lesson, the leaner should be able to:Explain the influence of wind and air masses & configuration of the coastline on the climate of an area. | Exposition of new concepts, oral questions & discussion. |  | PAGES73-74 |  |
| 1213 |  |  END OF TERM TWO EXAMS |  |  |  |

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|  | SCHEMES OF WORK FORM TWO GEOGRAPHY TERM THREE YEAR 2019 |
| *WK**NO* | L/*NO* | TOPIC/SUBTOPIC | *LESSON / SPECIFIC*OBJECTIVES | *TEACHING / LEARNING**ACTIVITIES* | *MATERIALS**&**RESOURCES* | REF. | REMARKS |
| 1 | 1,2 | KENYA’S CLIMATIC REGIONS (contd)ITCZ | By the end of the lesson, the leaner should be able to:Define the term ITCZ.Explain the effect of shifting of the ITCZ on the climate of a zone. | Exposition of new concepts.Explanations. |  |  |  |
| 3 | Forests & microclimate. | By the end of the lesson, the leaner should be able to:Define the term microclimate.Explain the effects of forests on climate of area. | Q/A & discussion. | Map of Africa: the ITCZ and prevailing winds.  | PAGES 75-76 |  |
| 2 | 1 | Description of climate. | By the end of the lesson, the leaner should be able to:Describe climate using aPagesropriate terminology. | Tables: general terms and the corresponding statistical data.Exercise: rainfall –temperature graphs. |  |  |  |
| 2 | Climate regions of Kenya.Modified equatorial climate. | By the end of the lesson, the leaner should be able to:Identify regions that experience Modified equatorial climate.Describe Modified equatorial climate. | Detailed discussion. | Map of Kenya: climatic regions rainfall-temperature graphs. | PAGES 77-78 |  |
| 3 | Tropical climate & tropical Northern climate. | By the end of the lesson, the leaner should be able to:Describe the modified tropical climate.Identify regions that experience modified tropical  | Detailed discussion | Map of Kenya: climatic regions rainfall-temperature graphs. | PAGE 78 |  |
| 3 | 1 | Desert climate. | By the end of the lesson, the leaner should be able to:Describe the modified tropical climate.Identify regions that experience Modified tropical climate. | Detailed discussion & assignment. | Map of Kenya: climatic regions rainfall-temperature graphs. | P 79 |  |
| 2 | CLIMATE (2) WORLD CLIMATIC REGIONS.Equatorial climate. | By the end of the lesson, the leaner should be able to:State characteristics of equatorial climate. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs. | Maps: world climatic regions. | PAGES 79-80 |  |
| 3 | Equatorial monsoon. | By the end of the lesson, the leaner should be able to:State characteristics of equatorial monsoon. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs |  | PAGES 79-80 |  |
| 4 | 1 | Tropical monsoon. | By the end of the lesson, the leaner should be able to:State characteristics of tropical monsoon. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs. |  | PAGES 80-81 |  |
| 2 | Tropical marine & Tropical continental. | By the end of the lesson, the leaner should be able to:State characteristics of tropical marine & tropical continental. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs. |  | PAGES 81-83 |  |
| 3 | Tropical Desert climate. | By the end of the lesson, the leaner should be able to:State characteristics of tropical desert climate. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs. |  | PAGE 83 |  |
| 5 | 1 | Warm climates. | By the end of the lesson, the leaner should be able to:Identify types of warm climates.State characteristics of warm climates. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs |  | PAGES 84-85 |  |
|  | 2 | Cool & cold climates. | By the end of the lesson, the leaner should be able to:Identify types of cool climates.State characteristics of cool climates. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs. |  | PAGES 84-86 |  |
| 3,1 | Mountain climates. | By the end of the lesson, the leaner should be able to:State characteristics of mountain climates. | Exposition of new concepts, explanations and Q/A.Assignment: rainfall-temperature graphs. |  | PAGE 91 |  |
| 6 |
| 2 | Microclimates. | By the end of the lesson, the leaner should be able to:Identify human activities largely responsible for development of local climates. | Brief discussion.Assignment. |  |  |  |
| 3 | VEGETATION 1 VEGETATION ZONES.Categories of vegetation.  | By the end of the lesson, the leaner should be able to:Define the term vegetation.Identify the three categories of vegetation. | Exposition and Q/A. | Photographs of various types of forests. |  PAGES  99-100  |  |
| 7 | 1 | Influence of topographical factors on vegetation.  | By the end of the lesson, the leaner should be able to:Explain the Influence of topographical factors on vegetation. | Discussion & Q/A. |  | PAGES100-101 |  |
| 2 | Influence of climatic factors on vegetation. | By the end of the lesson, the leaner should be able to:Explain the Influence of climatic factors on vegetation. | Probing questions & Discussion.  |  | PAGES101-102 |  |
| 3 | Influence of edaphic factors on vegetation. | By the end of the lesson, the leaner should be able to:Define the term edaphic. | Exposition of new concepts.Q/A on physical and properties of soil.Brief discussion. |  | PAGES 102-103 |  |
| 8 | 1 | TEST & MID-TERM BREAK |  |  |  |  |
| 2 | Biotic factors. | By the end of the lesson, the leaner should be able to:Explain the influence of biotic factors on vegetation modification and /or destruction. | Q/A: review microclimate.Brief discussion. |  | PAGES 103-104  |  |
| 3 | Vegetation in Kenya. | By the end of the lesson, the leaner should be able to:Describe forest, vegetation & savanna vegetation in Kenya. | Q/A and discussion. |  | PAGES104-105 |  |
| 9 | 1 | Mountain vegetation. | By the end of the lesson, the leaner should be able to:Outline types of mountain vegetation.State characteristics of various types of mountain vegetation.Identify locations of mountain vegetation.State uses of mountain vegetation. | Q/A & elaborate discussion. |  |  PAGES 105-122  |  |
| 2 | Field work on vegetation. | By the end of the lesson, the leaner should be able to:Carry out a fieldwork on vegetation. | Q/A: review the procedures followed in carrying out a field study.Carry out the field study on vegetation. |  | PAGES 123-124 |  |
| 3 | FORESTRYNatural and planted forests. | By the end of the lesson, the leaner should be able to:Differentiate between natural and planted forests. | Q/A: definition of a forest.Discussion: natural and planted forests; indigenous and exotic forests. | *Photographs: natural and derived forests.*  | PAGE 126 |  |
| 10 | 1 | Types of natural forests. | By the end of the lesson, the leaner should be able to:Describe types of natural forests.State characteristics of trees in particular types of forests. | Q/A & descriptive aPagesroach. | *Photographs: vegetation in various types of forests.* | PAGES 127-128 |  |
| 2 | Importance of forests and forests’ products. | By the end of the lesson, the leaner should be able to:Identify importance of forests and forests’ products. | Q/A & discussion: economic, environmental, cultural values of forests. |  | PAGE 129 |  |
| 3 | Problems facing forestry in Kenya. | By the end of the lesson, the leaner should be able to:Identify the problems facing forestry in Kenya. | Q/A & detailed discussion. | *Newspaper cuttings & photographs illustrating some problems facing forestry in Kenya.* | PAGE 130 |  |
| 11 | 1-2 | Management and conservation of forests. | By the end of the lesson, the leaner should be able to:Describe management and conservation practices carried out in Kenya.State the importance of management and conservation of forests. | Discussion: measures taken to manage and conserve forests and their importance. |  | PAGES 130-131 |  |
| 3 | Softwood forests in Kenya and Canada. | By the end of the lesson, the leaner should be able to:Compare and contrast development of softwood forests in Kenya and in Canada.Identify factors favouring / militating against exploitation of softwoods in both countries.Identify benefits of softwoods. |   | *Map – location of Canada.* |  PAGES132-135 |  |
| 12-13 |  | **SUMMATIVE ASSESSMENT TEST** |  |  |  |  |  |