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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 PROCESSES Earth 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. | |  | | KLB  GEOGRAPHY  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 WORK Direction 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. | |  | | PAGES  42-43 | |  | |
| 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****.*** | | PAGES  44-45 | |  | |
| 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.* | | PAGES  55-57 | |  | |
| 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. | |  | | PAGES  73-74 | |  | |
| 12 13 | |  | | 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. |  | PAGES  100-101 |  |
| 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. |  | PAGES  101-102 |  |
| 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. |  | PAGES  104-105 |  |
| 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 | FORESTRY Natural 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.* | PAGES  132-135 |  |
| 12-13 |  | **SUMMATIVE ASSESSMENT TEST** | |  |  |  |  |  |