



DOYEN PUBLISHERS

HIGH SCHOOL SCHEMES OF WORK

GEOGRAPHY FORM 3

(Term 1, 2 & 3)

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GEOGRAPHY FORM 3 SCHEMES OF WORK - TERM 1

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/LEARNING ACTIVITIES	TEACHING/LEARNING RESOURCES	REFERENCES	REMARKS
1	1	Statistical Methods	Compound bar graph (communicative bar-graph)	By the end the lesson, the learner should be able to: Define statistics analyse and interpret present statistical data on a compound bar graph	-Sketching and drawing compound Bar graph -Asking and answering questions discussions	-Hypothetical figures -Statistical abstracts Students book	-Certificate Geography form 3 student copy pg 1-4 -KLB secondary form three student book page 1-2 -K.C.S.E golden Tips Geography page 31 -Comprehensive Geography form 3 student book page 1-3 -Teacher's Guide page 23-24	
	2	Statistical Methods	Compound Bar Graph	By the end of the lesson, the learner should be able to -Construct a compound bar graph -State advantages and disadvantages of compound bar graph	-Drawing compound bar graph -Discussing advantages and disadvantages	-Hypothetical figures -Display Board -Student Book	-Certificate Geography form 3 student copy pg 1-4 -KLB secondary form three student book page 1-2 -K.C.S.E golden Tips Geography page 31 -Comprehensive Geography form 3 student book page 1-3 -Teacher's Guide page 23-24	
	3-4		Proportional Circles	By the end of the lesson, the learner should be able to -Analyse, interpret and present statistical data using proportional circles	-Drawing the proportional circles, discussions -Taking notes	-Hypothetical figures -Display board -Student book	-Certificate Geography form 3 student copy pg 4-7 -KLB secondary form three student book page 3-4 -K.C.S.E golden Tips Geography page 32 -Comprehensive Geography form 3 student book page 1-3 -Teacher's Guide page 23-24	
	5		Proportional Circles	By the end of the lesson, the learner should be able -Construct proportional circles	-Drawing the proportional circles	-Hypothetical figures -Display board	-Certificate Geography form 3 student copy pg 4-7	

				-Discussing advantages and disadvantages of proportional circle	-Discussing advantages and disadvantages	-Student book -Graph Paper	-KLB secondary form three student book page 4-7 -Comprehensive Geography form 3 student book page 3-5 -Teacher's Guide page 23-24	
2	1	Statistical Methods	Divided circles (pie charts)	By the end of the lesson, the learner should be able to -Analyse, interpret and present statistical data using the charts	-Sketching/plotting pie chart -Discussing pie chart, presentation -Asking and answering questions -Taking notes	-Hypothetical Figures -Statistical Abstract -Text book -Graph paper	-Certificate Geography form 3 student copy pg 4-7 -KLB secondary form three student book page 4-7 -K.C.S.E Golden tips Geography page 32 -Comprehensive Geography form 3 student book page 3-5 -Teacher's Guide page 23-24	
	2		Divided Circles	By the end of the lesson, the learner should be able to -Construct a pie chart -Discuss advantages and disadvantages of pie-chart	-Asking and answering questions -Taking notes -Discussing advantages and disadvantages -Sketching/plotting pie chart	-Hypothetical figures -Statistical Abstract -Text book -Graph paper	-Certificate Geography form 3 student copy pg 10-14 --KLB secondary form three student book page 5-6 -K.S.C.E Golden tips Geography pg 32 -Comprehensive Geography form 3 student book page 7-8	
	3	Statistical Methods	Assessment	By the end of the lesson the learner should be able to -Attempt a revision exercise on statistical methods			Test it and fix it K.C.S.E revision. -Geography pg 11-16	

							-High flyer series K.C.S.E revision in Geography 1995-2010 -Comprehensive Geography form 3 student book Pg 9	
	4-5	Statistical Methods	Revision	By the end of the lesson, the learner should be able to; -Understand the correct exercise on statistical methods	-Discussing and explaining -Asking and answering questions	-Graph paper -Display board questions	-Test it and fix it K.C.S.E revision Geography pg 11-16 -High flyer series K.C.S.E revision in Geography 1995-2010 -Comprehensive Geography form 3 student book	
3	1 & 2	Map work	Interpretation of land form on a map	By the end of the lesson, the learner should be able to Identify and describe physical features landforms	-Drawing of features from maps -Observing topographical maps -Observing photographs -Asking and answering questions -Discussions	-Maps -Photographs -Text book	-Certificate Geography form 3 student copy pg 16-26 -KLB secondary form three student book page 9-16 -K.S.C.E Golden tips Geography pg 9 -Comprehensive Geography form 3 student book page 10-21 -High flyer series K.C.S.E revision in Geography 1995-2010 pg 31-32	

	3		Vegetation	<p>By the end of the lesson, the learner should be able to</p> <p>Identify and describe vegetation on a map</p>	<p>-Sketching of vegetation features from the maps</p> <p>-Discussing vegetation</p> <p>-Identifying vegetation</p>	<p>-Topographical maps</p> <p>-Hypothetical maps</p> <p>-Text book</p>	<p>-Certificate Geography form 3 student copy pg 26-27</p> <p>-KLB secondary form three student book page 16</p> <p>-K.S.C.E Golden tips Geography pg 9</p> <p>-Comprehensive Geography form 3 student book page 21-24</p>	
	4-5		Interpreting drainage features on a map	<p>By the end of the lesson, the learner should be able to</p> <p>Identify and describe drainage features on a map</p>	<p>-Sketching drainage patterns</p> <p>-Identifying drainage patterns</p>	<p>-Topographical maps</p> <p>-Manila papers</p> <p>-Student's Book</p>	<p>-Certificate Geography form 3 student copy pg 27-30</p> <p>-KLB secondary form three student book page 17-19</p> <p>-K.S.C.E Golden tips Geography pg 10</p> <p>-Comprehensive Geography form 3 student book page 21-24</p> <p>-High flyer series K.C.S.E revision in Geography 1995-2010 pg 32</p>	

4	1-2	Map-work	Interpretation of economic activities on topographical map	By the end of the lesson, the learner should be able to identify and describe economic human activities on topographical map -Agriculture -Fishing -Trading -Tourism -Transport -communication	-identifying economic activities -discussing economic activities -taking notes -asking and answering questions	-topographical maps -students book	-Certificate Geography form 3 student copy pg 31-33 -KLB secondary form three student book page 20-22 -K.S.C.E Golden tips Geography pg 10 -Comprehensive Geography form 3 student book page 25-26	
	3	Map-work	Interpretation of settlement patterns on a topographical map -Factors influencing settlement -Settlement patterns	By the end of the lesson, the learner should be able to: Identify and describe settlement patterns on a map Explain factors influencing settlement describing settlement patterns	- Identifying settlement patterns - Discussing factors influencing settlement patterns - Describing settlement patterns	-Topographical maps -Student book	-Certificate Geography form 3 student copy pg 34-39 -KLB secondary form three student book page 22-25 -K.S.C.E Golden tips Geography pg 10 -Comprehensive Geography form 3 student book page 30-32	
	4-5	Map-work	Enlargement of maps	By the end of the lesson, the learner should be able to Enlarge parts of topographical maps State procedures for map enlargement	- Identifying the part of the map - Taking measurements for the map frame - Asking and answering questions - Taking notes	-Topographical map -Graph paper Manila paper	-Certificate Geography form 3 student copy pg 39-40 -KLB secondary form three student book page 24-26 -K.S.C.E Golden tips Geography pg 7	

					- Sketching the diagrams		-Comprehensive Geography form 3 student book page 30-32	
5	1-2	Map-work	Reduction of maps	By the end of the lesson, the learner should be able to: Reduce parts of a topographical map	-Identifying the part of a topographical map -Taking measurement for a map frame -Sketching the diagrams	-Topographical map -Graph paper -Manila paper	-Certificate Geography form 3 student copy pg 41 -KLB secondary form three student book page 26 -K.S.C.E Golden tips Geography pg 7 -Comprehensive Geography form 3 student book page 32-33	
	3 & 5	Map work	Drawing a relief cross section	By the end of the lesson, the learner should be able to -Draw cross-sections from topographical maps -State two types of cross-section -Explain and calculate vertical exaggeration -Gradient inter-visibility	-Identifying the area of topographical map -Giving familiar examples e.g layout of land -Drawing a relief cross-section -Supervising drawing	Topographical maps -Local environment -Graph paper -Drawn cross-section	-Certificate Geography form 3 student copy pg 41-47 -KLB secondary form three student book page 26-33 -K.S.C.E Golden tips Geography pg 10 -Comprehensive Geography form 3 student book page 32-33	
6	1	Map-work	Revision	By the end of the lesson, the learner should be able to answer question on the map-work covered	-Drawing cross-section, enlarging and reducing parts of topographical map	-Graph paper -Topographical map -Manila paper -Text book	-Certificate Geography form 3 student copy pg 31-33	

							-Comprehensive Geography form 3 student book page 48-49-53 -Gateway secondary Revision Geography page 9 -High flyer series KCSE Revision in Geography 1995-2010 pg 34-36	
	2-3	External land forming process	Weathering Factors influencing weathering -climate Topography Chemical composition Rock structure Plant and animals Agents of weathering	By the end of the lesson, the learner should be able to: -Define weathering -Explain Agents of weathering -Explain factors influencing weathering	-Visiting the local environment to observe on weathering activities -Asking and answering questions -Observing photographs -Taking photographs -Discussing the agents	-Text book -photographs	-Certificate Geography form 3 student copy pg 54-55 -KLB secondary form three student book page 34-36 -K.S.C.E Golden tips Geography pg 74 -Comprehensive Geography form 3 student book page 38-40	
	4	External land forming processes (weathering)	Types of weathering (chemical) -Solution -Hydrolysis -Oxidation carbonation -hydration	By the end of the end of the lesson, the learner should be able to: describe chemical weathering	-observing photographs -visiting weathered areas (rocks) -asking and answering questions -discussing the processes	-photographs -Textbook	-Certificate Geography form 3 student copy pg 60-61 -KLB secondary form three student book page 39-41 -K.S.C.E Golden tips Geography pg 76-77	

							-Comprehensive Geography form 3 student book page 42-45	
	5	External land forming processes (weathering)	<ul style="list-style-type: none"> -Mechanical weathering -Block disintegration Exfoliation -Granular disintegration -Freezing and thawing -Slaking -Crystal growth 	By the end of the lesson, the learner should be able to describe mechanical weathering and his related process	<ul style="list-style-type: none"> -Oral exposition -Discussions -Observing photographs -Asking and answering questions -Taking notes -Taking photographs 	<ul style="list-style-type: none"> -Display board -Rock sample -Students book -Photographs 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 56-59 -KLB secondary form three student book page 36-39 -K.S.C.E Golden tips Geography pg 75-76 -Comprehensive Geography form 3 student book page 40-42 - Gateway secondary Revision Geography page 34-35 	
7	1	External land forming processes (weathering)	Biological weathering Significance of weathering <ul style="list-style-type: none"> -Plants -Animals -Human activities 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Describe biological weathering -State significance of weathering 	<ul style="list-style-type: none"> -Oral exposition -Discussions -Observing photographs -Asking and answering questions -Taking notes -Taking photographs 	<ul style="list-style-type: none"> -Photographs -Student books -Display boards -Newspaper -Cuttings on mass wasting 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 61-64 -KLB secondary form three student book page 41-43 -K.S.C.E Golden tips Geography pg 78-80 -Comprehensive Geography form 3 student book page 40-42 	

							- Gateway secondary Revision Geography page 35-37	
	2	External land forming processes (mass wasting	Mass wasting Factors that influence mass wasting -Slope nature of the material -Climate vegetation -Human activities -Forces within the earths crust	By the end of the lesson, the learner should be able to -Define mass wasting -Describe factors influencing mass wasting	-Oral exposition -Asking and answering questions -Discussing -Taking notes	-Photographs -Students book Newspaper Cutting on mass wasting	-Certificate Geography form 3 student copy pg 65- 66 -KLB secondary form three student book page 44 -K.S.C.E Golden tips Geography pg 80-81 -Comprehensive Geography form 3 student book page 46-51 - Gateway secondary Revision Geography page 38-39	
	3-4	External land forming processes (mass wasting)	Types and processes of mass wasting Slow Soil creep Rock creep Solifluction	By the end of the lesson, the learner should be able to -Explain the types of mass wasting -Describe types of the processes of mass wasting	-Oral exposition -Taking photographs -Observing photographs -Asking and answering questions -Taking notes	-Photographs -Text book -Newspapers cuttings on mass wasting	-Certificate Geography form 3 student copy pg 66- 68 -KLB secondary form three student book page 45 -K.S.C.E Golden tips Geography pg 83 -Comprehensive Geography form 3 student book page 48-51	

							- Gateway secondary Revision Geography page 34-35	
	5	”	Mass wasting Rapid -Earth flow -Mud flow -Landslide -Rain wash	By the end of the lesson, the learner should be able to -Describe rapid flow -Explain the effects of mass wasting	-oral exposition -discussion -asking and answering questions -taking notes -taking photographs	-News paper cuttings -Student book -Photographs	-Certificate Geography form 3 student copy pg 68- 72 -KLB secondary form three student book page 46-51 -K.S.C.E Golden tips Geography pg 83-84 -Gateway secondary Revision Geography page 38-39	
8	1-2	External land forming processes (hydrologic al cycle)	Definitions of hydrological cycle -Process -significance	By the end of the lesson the learner should be able to -describe rapid flow -explain the effects of mass wasting	-Drawing sketches -Visiting local environment	-Charts -Text book -Diagrams	-Certificate Geography form 3 student copy pg 73- 74 -KLB secondary form three student book page 52-55 -K.S.C.E Golden tips Geography pg 84-85 -Comprehensive Geography form 3 student book page 53-54 - Gateway secondary Revision Geography page 39-41	

3	External land forming processes (rivers)	Action of Rivers -Definition -River erosion -River transportation -Hydraulic – corrosion -Attrition -Solution -Transportation -Solution -Suspension -Traction -Satiation	By the end of the lesson, the learner should be able to -Define rivers -Describe action of a river -Describe different process of river erosion and transportation -Explain factors that contribute to river erosion -Describe river transportation	-Discussing -Oral exposition -Making of models -Taking photographs -Visiting local rivers -Sketching diagrams	-Photographs -Rivers -Models -Text book -diagrams	-Certificate Geography form 3 student copy pg 74-78 -KLB secondary form three student book page 56-60 -K.S.C.E Golden tips Geography pg 89 -Comprehensive Geography form 3 student book page 54-58	
3-4	External land forming processes (Rivers)	River deposition Development of river profile -Longitudinal section -Features in upper course (youth fall stage)	By the end of the lesson, the learner should be able to -Describe river deposition -Explain factors leading river deposition -Describe and identify features due to river erosion on the upper course	-Visiting the local rivers -Drawing sketches and diagrams -Discussing features in upper course -Taking photographs	-Photographs -Rivers -Sketches -diagrams	-Certificate Geography form 3 student copy pg 78-83 -KLB secondary form three student book page 60-65 -K.S.C.E Golden tips Geography pg 89-90 -Comprehensive Geography form 3 student book page 58-62	
5	“	Rivers Features formed in middle course Features formed in lower course (mature stage, old stage)	By the end of the lesson, the learner should be able to -Identify features of river erosion in the middle and lower course of River deposition	-Describing and explaining the features -Visiting the local rivers -Drawing sketches -Discussions -Taking photographs	-Text book -Sketches -Photographs -Rivers	-Certificate Geography form 3 student copy pg 83-92 -KLB secondary form three student book page 65-70 -K.S.C.E Golden tips Geography pg 91-95	

9	1-2		<p>River capture & rejuvenation</p> <p>Causes of capture & rejuvenation and features formed</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Define river capture -State causes of river rejuvenation & river capture -Describe features formed as a result of rejuvenation and capture 	<ul style="list-style-type: none"> -Making models -Sketching diagrams -Taking photographs -Discussions -Asking and answering questions 	<ul style="list-style-type: none"> -Photographs -Models -Diagrams -Text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 93-96 -KLB secondary form three student book page 71-76 -K.S.C.E Golden tips Geography pg 95-97 -Comprehensive Geography form 3 student book page 75-79 - Gateway secondary Revision Geography page 46 	
	3	”	<p>Drainage pattern & systems</p> <ul style="list-style-type: none"> • Dendrite -Radial -Centripetal parallel -Fault guided -Trellis 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Describe the drainage patterns -Identify drainage patterns 	<ul style="list-style-type: none"> -Observing drainage patterns on topographical map -Sketching the drainage patterns -Modeling the drainage patterns -Discussions -Asking and answering questions -Visiting the near by rivers -Taking photographs 	<ul style="list-style-type: none"> -Photographs -Topographical maps -Rivers -Text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 97-99 -KLB secondary form three student book page 76-80 -K.S.C.E Golden tips Geography pg 97-100 -Comprehensive Geography form 3 student book page 75-79 	
	4	“”	<p>Drainage systems</p> <p>Significance of rivers</p> <ul style="list-style-type: none"> -Accordant -Discordant -Back tilted 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Describe drainage systems -Sketching the diagrams -Explain significance of rivers’ positive and negative 	<ul style="list-style-type: none"> -Sketching diagrams -Discussions -Asking and answering questing -Taking notes -Observe maps 	<ul style="list-style-type: none"> -Diagrams -Textbook -Maps 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 99-103 	

			-Negative and positive significance				-KLB secondary form three student book page 78-81 -K.S.C.E Golden tips Geography pg 100 -Comprehensive Geography form 3 student book page 80-81	
	5	LAKES External land forming process	Formation of lakes Definition Reasons for salty lakes Lakes formed as result of tectonic movement Rift valley Crustal warping	By the end of the lesson, the learner should be able to -Define lakes -State reasons why some lakes are salty -Describe formation of Rift valley lakes and crystal warping lakes	-Modeling of lakes -Visiting the lakes -Observing the lakes on a atlas, maps -Discussions -Asking and answering questions -Taking photographs	-Maps -Photographs -Models -Lakes -Atlas -Text book	-Certificate Geography form 3 student copy pg 77-78 -KLB secondary form three student book page 83-85 -K.S.C.E Golden tips Geography pg 101,102 -Comprehensive Geography form 3 student book page 84-90	
10	1-2	LAKES	Lakes formed by volcanism/ glaciations	By the end of the lesson, the learner should be able to -Describe how lakes are formed by volcanism and glaciations -State examples of volcanic and glacial lakes	-Describing the volcanic and glacial lakes -Visiting the lakes -Observing the lakes on a map, atlas -Taking and observing photographs -Observing films	-Lakes -Maps -Atlases -Photograph -Films -Text book	-Certificate Geography form 3 student copy pg 179-180 -KLB secondary form three student book page 85-88 -K.S.C.E Golden tips Geography pg 102-103	

							-Gateway secondary Revision Geography page 51	
	3		Lakes formed by deposition Human-made lakes, solution Significance of lakes Positive and negative	By the end of the lesson, the learner should be able to -Describe the lakes formed by deposition, human-made solution lakes -Explain positive and negative significance of lakes	-Class debating -Discussing significance of lakes -Asking and answering questions -Taking notes -Observing films	-Firms -Maps -Atlases -Text books	-Certificate Geography form 3 student copy pg 181-184 -KLB secondary form three student book page 88-93 -K.S.C.E Golden tips Geography pg 101-102, 103 -Comprehensive Geography form 3 student book page 90-54	
	4	External land forming process (glaciations)	Glaciations -Definition of glacier -Glaciations ice- sheet Ice-berg Ice-cap Types of glacier valley Pediment Cirque Conventional Glacier movement -Plastic flowage -Basal slip -Extrusion flow Internal shearing Factors influencing the	By the end of the lesson, the learner should be able to -Define glacier glaciations, ice-bergs, ice-cap -Describe types of glacier -Describe types of glacial movement -Explain factors influencing the rate of glacial movement	-Observing maps -Globe -Sketching diagrams -Talking and observing photographs -Asking and answering questions -Observing films -Taking notes	-Maps -Globe -Films -Video tapes -Display board	-Certificate Geography form 3 student copy pg 164-166 -KLB secondary form three student book page 150-152 -K.S.C.E Golden tips Geography pg 112-113 -Comprehensive Geography form 3 student book page 143-144 -Gateway secondary Revision Geography page 47	

			rate of glacial movement					
	5	Glaciations	Process of glaciations -Glacial erosion -Transportation Deposition -Factors influencing glacial erosion and deposition	By the end of the lesson, the learner should be able to -Describe glacial erosion -Transportation and deposition -Explain factors influencing glacial erosion -Explain factors leading to deposition	-Watching films and video tapes -Observing photographs -Taking notes -Asking and answering questions	-Films -Video tapes -Photographs -Text book	-Certificate Geography form 3 student copy pg 168-168 -KLB secondary form three student book page 152-155 -K.S.C.E Golden tips Geography pg 113 -Comprehensive Geography form 3 student book page 143-144	
11	1-2	External land forming process (glaciations)	Glaciations Erosion/features in highland -Cirque Crete -4-shape valley -Pyramidal peaks, fjords, glacial though, Rock basins: Roche mountaineer	By the end of the lesson, the learner should be able to -Describe features formed in glaciated highlands areas	-Discussing diagrams -Discussing features -Observing photographs -Asking and answering questions -Map observation	-Maps -Photographs -Text book	-Certificate Geography form 3 student copy pg 168-171 -KLB secondary form three student book page 155-158 -K.S.C.E Golden tips Geography pg 113-114 -Comprehensive Geography form 3 student book page 144-147	
	3-4		Glaciations Resultant features in low land areas	By the end of the lesson, the learner should be able to: -Describe glacial fictional feature in the low land	-Drawing sketches -Discussing features -Observing photographs -Asking and answering questions -Map observation	-Maps -Photographs -Text book -sketches	-Certificate Geography form 3 student copy pg 172-175	

			Erratic, Till boulder, train terminal Metairie drumlins				-KLB secondary form three student book page 158-160 -K.S.C.E Golden tips Geography pg 114	
	5	Glaciations	Significance of glaciations Revision	By the end of the lesson, the learner should be able to -Discuss the significance of glaciations -Answer questions on the topic covered	-Class debating -Discussing significance -Taking notes -Asking and answering questions	- -Students book -Text book	-Certificate Geography form 3 student copy pg 175-176 -KLB secondary form three student book page 160-161 -K.S.C.E Golden tips Geography pg 114-115 -Comprehensive Geography form 3 student book page 151 - Gateway secondary Revision Geography page 48-49 -High flyer KCSE Revision series 1995-2010 Geography pgs 116-121	
REVISION AND END OF TERM ONE EXAMINATIONS								

GEOGRAPHY FORM 3 SCHEMES OF WORK - TERM 2

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/LEARNING ACTIVITIES	TEACHING/LEARNING RESOURCES	REFERENCES	REMARKS
1	1-2	External land forming processes(oceans, seas and their coasts	Definitions -Ocean -Sea Nature of ocean water -Salinity -Temperature -Ocean life -Topography -Ocean pollution	By the end of the lesson, the learner should be able to -Define ocean and sea -Describe the nature of ocean water	-Observing globe -Atlases maps and photographs -Watching video films -Discussing nature of ocean waters -Asking and answering questions	-Globe -Atlases -Maps -photographs	-Certificate Geography form 3 student copy pg 104-105 -KLB secondary form three student book page 95-102 -K.S.C.E Golden tips Geography pg 103-104 -Comprehensive Geography form 3 student book page 94-96	
	3		Ocean & seas Water movement in oceans <ul style="list-style-type: none"> Vertical Horizontal Characteristics and distribution of major ocean currents	By the end of the lesson, the learner should be able to -Describe water movements -Describe water characteristics and distribution of major ocean currents	-Drawing maps -Sketching diagrams -Asking and answering questions -Observing -Globe and maps	-Display board -Maps -Globe -Text book	-Certificate Geography form 3 student copy pg 106-108 -KLB secondary form three student book page 102-106 -K.S.C.E Golden tips Geography pg 104-105 -Comprehensive Geography form 3 student book page 94-98	
	4		Tides -Definition -Causes Types of tides -Neap tide -Spring -Neap tide	By the end of the lesson, the learner should be able to -Describe water movements -Describe characteristics and distribution of major ocean currents	-Drawing maps -Sketching diagrams -Asking and answering question -Observing globe and maps	-Photographs -Ocean -Text book	-Certificate Geography form 3 student copy pg 108-110 -KLB secondary form three student book page 106-109	

			-Perigian -Apogean				-K.S.C.E Golden tips Geography pg 105 -Comprehensive Geography form 3 student book page 98-104	
	5		Waves and process of wave erosion -Features formed -Cliffs -Wave cut-plat form -Caves -Blow hole -Geos -Arches -Stacks, stumps	By the end of the lesson, the learner should be able to -Describe the concept of wave formation -Explain types of waves -Explain action of waves erosion -Features formed	-Sketching diagrams -Visiting the oceans -Taking photographs -Asking and answering questions -Watching video tapes	-Diagrams -Oceans -Photographs -Films -Tapes	-Certificate Geography form 3 student copy pg 111-116 -KLB secondary form three student book page 102-106 -K.S.C.E Golden tips Geography pg 104-105 -Comprehensive Geography form 3 student book page 94-98	
2	1-2	Waves	Features formed by wake deposition - Beaches - Spits - Sand bar - Cuspate foreland Mad flats & bar marshes Dune-belts Tombolo Wave transportation	By the end of the lesson, the learner should be able to -Describe waves as agent of transportation -Describe wave deposition -Explain factors leading to wave deposition -Describe features formed by deposition	-Observing features by visiting the oceans -Observing photographs -Drawing of sketches and diagrams -Discussing the features -Watching films and videos	-Photographs -Oceans -Films & videos	-Certificate Geography form 3 student copy pg 116-122 -KLB secondary form three student book page 114-117 -K.S.C.E Golden tips Geography pg 106-107 -Gateway secondary Revision Geography page 49-50	

	3	Waves	Oceans and seas Types of coasts Factors influencing evolution of coasts -Submerged coasts -Lowland -highland	By the end of the lesson, the learner should be able to -describe sub-merged coasts -explain factors influencing evolution of coasts	-Observing the features in films and videos -Drawing sketches and diagrams -Describing and explaining sub-merged coasts -Field work -Taking photographs	-Sketches and diagrams -Oceans/coast -Photographs	-Certificate Geography form 3 student copy pg 122-126 -KLB secondary form three student book page 117-120 -K.S.C.E Golden tips Geography pg 107-108 -Comprehensive Geography form 3 student book page 72-73	
	4	Waves	Types of coasts -Emerged coasts -Coral coasts -Coral reefs	By the end of the lesson, the learner should be able to -Describe emerging coasts -Describe coral coasts -Explain coral reefs fringing reefs Barrier reefs	-Visiting the coasts -Discussing the features -Sketching diagrams -Taking photographs	-Photographs -Coasts diagrams	-Certificate Geography form 3 student copy pg 175-176 -KLB secondary form three student book page 120-122 -K.S.C.E Golden tips Geography pg 108	
	5	Waves	Coral Reefs Theories Explaining origin of barriers reefs and atlasses -Darwin Daly's Murray Significance of oceans, coasts and coastal features	By the end of the lesson, the learner should be able to -Describe Atolls -Explain theories explaining the origin of barriers and atolls -Explain the significance of oceans and coastal features	-Visiting the coasts -Asking and answering questions -Discussions -Observing photographs -Taking notes	-Text book -Photographs	-Certificate Geography form 3 student copy pg 131-136 -KLB secondary form three student book page 122-126 -K.S.C.E Golden tips Geography pg 108-109	
3	1-2	External land forming processes	Definition of -Aridity -Desert -Aridity -Stony	By the end of the lesson, the learner should be able to -Aridity and desert -Classify deserts as aridity , stony or rocky	-Sketching diagrams -Asking and answering questions -Discussions -Observing photographs	-Text book -Diagrams - Text book - Photogra phs	-Certificate Geography form 3 student copy pg 137-143	

		Action of wind/water in arid areas	-Rocky Action of wind in arid areas Wind erosion -Abrasion -Affliction -Deflation Resultant features of wind erosion Rock pectals Mushroom block Zeugen Veritifacts Millet seed yardages'	-Explain processes of wind erosion -Describe the resultant feature of wind erosion			-KLB secondary form three student book page 127-130 -K.S.C.E Golden tips Geography pg 109-110 -Comprehensive Geography form 3 student book page 123-127	
	3	External land forming processes Action of wind/water in arid areas	Wind transportation - suspension - Salutation Surface creep Factors influencing wind transportation -Speed and force of wind -Nature of local obstacle -State of the particles -Features of wind -Depositions -dunes	By the end of the lesson, the learner should be able to -Describe wind transportation -Explain factors influencing wind transportation -Describe features of wind deposition Dunes <ul style="list-style-type: none"> • Barchans • Self-dunes • Transverse • Wake dunes 	-Observing photographs -Asking and answering questions -Taking notes -discussions	-text book -Photographs	-Certificate Geography form 3 student copy pg 143-146 -KLB secondary form three student book page 160-161 -K.S.C.E Golden tips Geography pg 110-111 -Comprehensive Geography form 3 student book page 123-126	
	4	Action of water in Arid areas (External land forming process)	Features of wind deposition -Drass -Loess Action of water in Arid areas and features formed -Wades -Bajada	By the end of the lesson, the learner should be able to -Describe <ul style="list-style-type: none"> - Draas - Loess -Explain features formed by action of water -Wadis -Bajadas	-Observing photographs -Discussions -Asking and answering questions -Taking notes	-Photographs -Textbook	-Certificate Geography form 3 student copy pg 146-147,149 -KLB secondary form three student book page 134-135 -K.S.C.E Golden tips Geography pg 110,112	

	5		Action of water on arid areas and resultant features <ul style="list-style-type: none"> - Mesas and Buffes - Gorges - Pediments, peneplains playas & sailing - Dry river valleys 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Describe the features formed by action of water on arid areas 	<ul style="list-style-type: none"> -Observing photographs -Asking and answering questions -Watching films and video tapes -Taking notes -Sketching diagrams 	<ul style="list-style-type: none"> -Photographs -Films -Video tapes -Text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 150-152 -KLB secondary form three student book page 135-136 -K.S.C.E Golden tips Geography pg 111-112 	
4	1	External land forming processes (action of wind/water in arid areas)	Significance of desert Land forms Positive negative	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Discuss the significance of desert land forms to man 	<ul style="list-style-type: none"> -Observing photographs -Taking notes -Discussions -Asking and answering questions 	<ul style="list-style-type: none"> -Photographs -Test book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 152-153 -KLB secondary form three student book page 137-138 -K.S.C.E Golden tips Geography pg 112 -Comprehensive Geography form 3 student book page 131-132 -Gateway secondary Revision Geography page 41 	
	2	External land forming processes (action of water in limestone areas)	<ul style="list-style-type: none"> -Definition of limestone -Process of surface and underground -Definition of ground water -Ways of water infiltration -The water table 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Define limestone -Define underground water -Explain ways of water infiltration -Explain factors which affect occurrence of underground -Describe water table 	<ul style="list-style-type: none"> -Making and taking notes -Oral exposition -Drawing sketches -Discussing -Underground water 	<ul style="list-style-type: none"> -Diagrams -Text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 154-156 -KLB secondary form three student book page 139-142 	

			<ul style="list-style-type: none"> -Factors which affect the occurrence of underground water -The water table 				<ul style="list-style-type: none"> -Comprehensive Geography form 3 student book page 133 - Gateway secondary Revision Geography page 40-41 	
	3-4	Action of water in Lime stone areas	Springs Wells Artesian basin and artesian wells	By the end of the lesson, the learner should be able to -Describe springs, wells and artesian basin and artesian wells	<ul style="list-style-type: none"> -Sketching diagram -Discussing -Explaining the concepts -Asking and answering questions 	<ul style="list-style-type: none"> -Diagrams -Manila paper -Video tapes films 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 156-158 -KLB secondary form three student book page 142-144 -Gateway secondary Revision Geography page 40-41 	
	5	1	Significance of ground water -Source of rive -Source of water -Agriculture settlement -Tourist attraction -Sources of minerals -Karsts scenery Factors influencing the development of karsts scenery	By the end of the lesson, the learner should be able to -Explain significance of ground water -Describe karsts scenery -Explain factors influencing the development of karsts scenery	<ul style="list-style-type: none"> -Sketching diagrams -Oral exposition -Taking photographs 	<ul style="list-style-type: none"> -Students book -Photographs 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 158-159 -KLB secondary form three student book page 144 -K.S.C.E Golden tips Geography pg 87 -Comprehensive Geography form 3 student book page 137-139 	

5	1-2		<p>Surface features in limestone area</p> <p>Grikes and units</p> <p>Swallow-holes</p> <p>Dry valleys</p> <p>Polines</p> <p>Uvalas</p> <p>Poije</p> <p>Gorges</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-describe surface features in limestone area</p>	<p>-Sketching</p> <p>-Diagrams</p> <p>-Taking photographs</p> <p>-Asking and answering questions</p>	<p>-Diagrams</p> <p>-Photographs</p>	<p>-Certificate Geography form 3 student copy pg 159-161</p> <p>-KLB secondary form three student book page 145-146</p> <p>-K.S.C.E Golden tips Geography pg 87-88</p> <p>-Comprehensive Geography form 3 student book page 137-139</p>	
	3		<p>Underground features</p> <ul style="list-style-type: none"> - Stalactites - Stalagmites <p>Caves and caverns</p> <p>Limestone pillars</p> <p>Karsts window</p> <p>Bridge, Gorges and Hums</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-Describe underground features</p>	<p>-Sketching diagrams</p> <p>-Taking photographs</p> <p>-Asking and answering questions</p>	<p>-Diagrams</p> <p>-Photographs</p>	<p>-Certificate Geography form 3 student copy pg 161-162</p> <p>-KLB secondary form three student book page 147-148</p> <p>-K.S.C.E Golden tips Geography pg 88</p>	
	4		<p>Significance of the resultant features in limestone areas</p> <p>Revision</p>	<p>By the end of the lesson, the learner should be able to discuss significance of features formed in limestone areas</p> <p>Answer questions on areas covered</p>	<p>-Asking and answering questions</p> <p>-Taking notes</p>	<p>-Full scarps</p> <p>-Text book</p>	<p>-Certificate Geography form 3 student copy pg 163</p> <p>-KLB secondary form three student book page 148-149</p> <p>-K.S.C.E Golden tips Geography pg 88</p>	
	5	Soils	<p>Definition of soils</p> <p>Composition of soils</p> <p>Soil forming processes</p> <p>weathering</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-Define soil</p> <p>-Describe the composition of soil</p>	<p>-Oral exposition</p> <p>-Discussing concepts</p> <p>-Describing the composition</p>	<p>-Photographs</p> <p>-Student Book</p>	<p>-Certificate Geography form 3 student copy pg 193-196</p>	

				<ul style="list-style-type: none"> -Explain soil forming processes -Weathering 	<ul style="list-style-type: none"> -Making and taking notes -Asking and answering questions -Observing photographs 		<ul style="list-style-type: none"> -KLB secondary form three student book page 165-168 -K.S.C.E Golden tips Geography pg 116-117 -Comprehensive Geography form 3 student book page 137-139 	
6	1	Soils	Soil forming processes Decomposition of organic matter -Leaching Factors influencing soil formation -Nature of parent rock -Climate -Laying organism -Topography of an area -The length of time	By the end of the lesson, the learner should be able to Describe soil formation through leaching and decomposition -Explaining factors influencing soil formation	<ul style="list-style-type: none"> -Discussions -Asking and answering questions -Making and taking notes -Displaying samples -Observing photographs 	<ul style="list-style-type: none"> -Text book -Soil samples -Photographs 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 195-197 -KLB secondary form three student book page 168-171 -K.S.C.E Golden tips Geography pg 117-118 	
	2	Soils	Properties and characteristics of soil -Texture -Structure -acidity	By the end of the lesson, the learner should be able to -describe properties and characteristics of soil -texture -structure -acidity	<ul style="list-style-type: none"> -Displaying soil samples -Asking and answering questions -Taking notes -Discussions -Observing photographs 	<ul style="list-style-type: none"> -soil samples -photographs -text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 198-200 -KLB secondary form three student book page 171-172 -K.S.C.E Golden tips Geography pg 118-119 -Comprehensive Geography form 3 student book page 156-161 	

	3-4	Soils	Properties and characteristics of soil -Soil color -Soil porosity -Water and air -Temperature -Lime content -Permeability -Soil depth	By the end of the lesson, the learner should be able to -Describe soil properties and characteristics	-Displaying soil samples -Asking and answering questions -Taking notes	-	-Certificate Geography form 3 student copy pg 200-202 -KLB secondary form three student book page 173 -K.S.C.E Golden tips Geography pg 119-120	
	5	Soil	Soil profile and horizon	By the end of the lesson, the learner should be able to -Define soil profile -Describe different horizons of the profile -Draw different horizons	-Drawing the simple soil profile -Discussing the different profiles -Visiting areas with clear profiles -Asking and answering questions -Observing photographs	Local environment -Students book -Photographs	-Certificate Geography form 3 student copy pg 204-207 -KLB secondary form three student book page 173-174 -K.S.C.E Golden tips Geography pg 120-121 -Comprehensive Geography form 3 student book page 160-162	
7	1	Soil	Soil catena	By the end of the lesson, the learner should be able to -Describe the soil catena -Draw a simple structure of soil catena	-Drawing the simple structure -Visiting mountain area to observe catena -Asking and answering questions -Observing photographs	-Students book -Photographs	-Certificate Geography form 3 student copy pg 208-209 -KLB secondary form three student book page 174-175 -Gateway secondary Revision Geography page 67 -K.S.C.E Golden tips Geography pg 121	

	2-3	Soil	Soil degeneration -Soil erosion -Burning of land -Micro-cropping -Monoculture -Leaching Continuous cropping and over-cultivation Change in PH Other human activities	By the end of the lesson, the learner should be able to -Describe factors that lead to soil degeneration	-Visiting local environment -Asking and answering questions -Discussing the factors -Observing photography	-Student book -Photograph	-Certificate Geography form 3 student copy pg 208-209 -KLB secondary form three student book page 175-176 -K.S.C.E Golden tips Geography pg 121 -Comprehensive Geography form 3 student book page 162-163	
	4-5	Soil	Soil Erosion -Causes of soil erosion -Agents of soil erosion -Effects of soil erosion	By the end of the lesson, the learner should be able to -Explain causes of soil erosion	-Asking and answering questions -Discussing -Taking photographs of areas affected -Visiting areas with soil erosion	-Students book -Photographs	-Certificate Geography form 3 student copy pg 209-212 -KLB secondary form three student book page 176-179 -K.S.C.E Golden tips Geography pg	
8	1-2	Soil	Soil classification -Zonals -Podzols -Podzoloic -Tundra -Latosls -Pedocols -Chernozems -Vertizols -Nitosols -Slerezems	By the end of the lesson, the learner should be able to -Describe different soils classified as zonals order	-Asking and answering questions -Observing soil samples -Identifying soil types -Observing soil samples -Making and taking notes	-Soil samples -Student book	-Certificate Geography form 3 student copy pg 212-214 -KLB secondary form three student book page 179-1182 -K.S.C.E Golden tips Geography pg 122	

							-Comprehensive Geography form 3 student book page 165-166	
	3		Intrazonal soils order Hydromorphic Halmorphic Calcimorphic andosols	By the end of the lesson, the learner should be able to -Identify and describe intrazonal soil order	-Asking and answering questions -Observing samples -Carrying out experiments on soils	-Soil samples -Student book	-Certificate Geography form 3 student copy pg 212-213 -KLB secondary form three student book page 182-183 -K.S.C.E Golden tips Geography pg 122-123 -Comprehensive Geography form 3 student book page 167	
	4	Soils	Azonal soils order -litosols Regosols Effects of soil on plant growth	By the end of the lesson, the learner should be able to -Identify ozonal soils order and the uses -Discuss effects of soil on plant growth	- Collecting and observing soil samples -Asking and answering questions -Taking notes	-Soil samples -Students book	-Certificate Geography form 3 student copy pg 213 -KLB secondary form three student book page 178-186 -K.S.C.E Golden tips Geography pg 123 -Comprehensive Geography form 3 student book page 167-168	
	5	Soils	Significance of soil	By the end of the lesson, the learner should be able to -Discuss the significance of soils	-Discussing significance of soils -Making and taking notes	-Students book	-Certificate Geography form 3 student copy pg 213-215 -KLB secondary form three student book page 186	

							-K.S.C.E Golden tips Geography pg 123	
9	1-2	Soils	Management and conservation of soil	By the end of the lesson, the learner should be able to -Demonstrate ability to manage and conserve soil	-Describing management and conservation of soil -Asking and answering questions -Designing models -Taking notes -Visiting areas where soil management is carried out	-Models -Text book	-Certificate Geography form 3 student copy pg 215-216 -KLB secondary form three student book page 186-189 -K.S.C.E Golden tips Geography pg 123 -Comprehensive Geography form 3 student book page 153-174	
	3	Soils	Conservation of soils	By the end of the lesson, the learner should be able to -Demonstrate ability to conserve soils	-Describing management and conservation of soils -Asking and answering questions -Designing models -Taking notes -Visiting areas where soil management is carried out -Taking photographs	-Photographs -Text book	-Certificate Geography form 3 student copy pg 216-219 -KLB secondary form three student book page 186-189 -K.S.C.E Golden tips Geography pg 123-124 -Comprehensive Geography form 3 student book page 153-174	
	4	Soils	Fieldwork (practical work)	By the end of the lesson, the learner should be able to -Sample soils in the local environment	-Sampling studies on - properties of soil - soil profile Identifying types of soils	-Local environment -Student book	-Certificate Geography form 3 student copy pg 219-222 -KLB secondary form three student book page 173-174	

							-Comprehensive Geography form 3 student book page 153-174	
	5	Agriculture	Definition of agriculture Factors influencing agriculture -Climate -Topography -Soil -Biotic -Social economic	By the end of the lesson, the learner should be able to -Define agriculture -Discuss factors affecting agriculture	-Oral exposition -Taking and making notes -Discussing factors affecting agriculture -Asking and answering questions	-	-Certificate Geography form 3 student copy pg 223-229 -KLB secondary form three student book page 193-198 -K.S.C.E Golden tips Geography pg 137-121	
10	1	Agriculture	Types of Agriculture -Simple subsistence farming -Advantages and disadvantages of simple subsistence farming -Intensive subsistence agriculture	By the end of the lesson, the learner should be able to -Explain subsistence Agriculture -Explain the features of intensive formation -Explain the advantages and disadvantages	-Describing subsistence farming -Discussing subsistence agriculture -Oral exposition -Taking notes	-Student book	-Certificate Geography form 3 student copy pg 230 -KLB secondary form three student book page 199-200 -Comprehensive Geography form 3 student book page 180-182	
	2	Agriculture	Plantation farming Characteristics Advantages and disadvantages Extensive mechanized Grain Cultivation characteristics	By the end of the lesson, the learner, should be able to -Explain plantation farming -Explain characteristics -Explain the advantages and disadvantages of plantation farming -Explain extensive mechanize grain cultivation and its features	-Describe characteristics -Oral exposition -Taking and making notes -Observing photographs	-Local environment -Photographs -Text book -Display board	-Certificate Geography form 3 student copy pg 231-235 -KLB secondary form three student book page 201-202 -K.S.C.E Golden tips Geography pg 139-140 -Comprehensive Geography form 3 student book page 183-186	

	3	Agriculture	Plantation farming Characteristics Advantages and disadvantages Extensive mechanized grain cultivation characteristics	By the end of the lesson, the learner should be able to -Explain plantation farming -Explain characteristic -Advantages and disadvantages of plantation farming -Explain extensive mechanized grain cultivation and its features	-Describing characteristics -Oral Exposition -Taking and making notes -Observing photographs	-Photographs -Maps -Student book	-KLB secondary form three student book page 202-203 -K.S.C.E Golden tips Geography pg 140 -Comprehensive Geography form 3 student book page 186-188	
	4-5	Agriculture	Distribution of major cash crops in Kenya farming	By the end of the lesson the learner should be able to -Locate major cash-crops in the map of Kenya and discuss tea growing in Kenya -Growing areas -Conditions necessary for growing -Cultivation processing	-Discussing factors necessary for tea growing -Taking notes -Asking and answering questions -Visiting tea plantation -Listening to personnel's	-Tea fields -Text book -Photographs -Maps	-Certificate Geography form 3 student copy pg 241-245 -KLB secondary form three student book page 208-211 -K.S.C.E Golden tips Geography pg 141 -Comprehensive Geography form 3 student book page 189-195	
11	1		Tea farming Marketing Achievement of KTDA Problems facing tea farming in Kenya Significance of tea farming	By the end of the lesson, the learner should be able to -Discuss marketing problems and significance of tea farming in Kenya	-Observing photographs -Listening to personnel's -Asking and answering questions -Taking notes -Drawing maps	-Photographs -Text book -Maps	-Certificate Geography form 3 student copy pg 246-248 -KLB secondary form three student book page 211-212 -K.S.C.E Golden tips Geography pg 141-142	

							-Comprehensive Geography form 3 student book page 195-196	
	2-3	Agriculture	Sugarcane farming -Growing areas -Conditions for growth -Cultivation -Processing -Marketing -Problems -Significance	By the end of the lesson, the learner should be able to -Discuss sugarcane farm in Kenya	-Observing photographs -Listening to -resource persons -Visiting sugar cane factory and growing areas	-Local environment -Photographs -Resource persons -Text book	-Certificate Geography form 3 student copy pg 248-254 -KLB secondary form three student book page 212-215 -K.S.C.E Golden tips Geography pg 142-143 -Comprehensive Geography form 3 student book page 147-202	
	4-5	Agriculture	Maize farming in Kenya Growing areas Conditions for growth Harvesting Marketing problems	By the end of the lesson, the learner should be able to -Discuss maize farming in Kenya	-Observing photographs -Listening to resource persons -Visiting maize growing areas	-Local environment -Resource persons -Photographs -Text book	-KLB secondary form three student book page 215-217 -K.S.C.E Golden tips Geography pg 143-144	
REVISION AND END OF TERM ONE EXAMINATIONS								

GEOGRAPHY FORM 3 SCHEMES OF WORK - TERM 3

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/LEARNING ACTIVITIES	TEACHING/LEARNING RESOURCES	REFERENCES	REMARKS
1	1-2	Agriculture	Cocoa in Ghana <ul style="list-style-type: none"> - Growing areas - Conditions for growth - Cultivation - Harvesting 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Discuss cocoa growing in Ghana 	<ul style="list-style-type: none"> -Observing photographs -Observing maps -Making and taking notes -Asking and answering questions 	<ul style="list-style-type: none"> -Photographs -Text book -maps 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 260-263 -KLB secondary form three student book page 218-219 -K.S.C.E Golden tips Geography pg 144 -Comprehensive Geography form 3 student book page 206-208 	
	3		Cocoa in Ghana Marketing problems significance	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Describe marketing -Explain problems and significance of cocoa in Ghana 	<ul style="list-style-type: none"> -Observing photographs -Observing maps -Asking and answering questions -Taking notes 	<ul style="list-style-type: none"> -Photographs -Text book -Maps 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 264-265 -KLB secondary form three student book page 219-220 -K.S.C.E Golden tips Geography pg 144-145 -Comprehensive Geography form 3 student book page 208-209 	
	4	Agriculture	Oil palm in Nigeria <ul style="list-style-type: none"> -Growing areas -Conditions for growth favouring cultivation 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -oil palm growing Nigeria 	<ul style="list-style-type: none"> -Observing maps -Asking and answering questions -Taking notes -Observing photographs 	<ul style="list-style-type: none"> -Photographs -Maps -Text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 265-268 -KLB secondary form three student book page 220-221 	

			-Harvesting processing				-K.S.C.E Golden tips Geography pg 145 -Comprehensive Geography form 3 student book page 209-211	
	5		Oil palm in Nigeria Marketing Uses Significance problems	By the end of the lesson, the learner should be able to -Describe marketing use and explain significance and problems of oil palm in Nigeria	-Describing the marketing and use of oil palm -Explaining the significance and problems of oil palm -Taking notes	-Text book -Photographs	-Certificate Geography form 3 student copy pg 268-270 -KLB secondary form three student book page 221-222 -K.S.C.E Golden tips Geography pg 145 -Comprehensive Geography form 3 student book page 211	
2	1	Agriculture	Coffee in Kenya Growing areas Conditions favouring growth Processing Marketing Roles of Government in promoting coffee growing	By the end of the lesson, the learner should be able to -Discuss coffee cultivation in Kenya	-Interpreting photographs -Describing cultivation of coffee -Oral exposition -Taking and making notes -Oral exposition	-Photographs -Coffee farms -Resource persons -Text book -Fields	-Certificate Geography form 3 student copy pg 271-275 -KLB secondary form three student book page 222-224 -K.S.C.E Golden tips Geography pg 145-146 -Comprehensive Geography form 3 student book page 212-215	

2-3		<p>Coffee in Kenya</p> <p>Problem facing coffee farmers in Kenya</p> <p>Importance of coffee growing</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Explain problems facing coffee farmers in Kenya -Explain importance of coffee farming 	<ul style="list-style-type: none"> -Interpreting Photographs -Describing cultivation problems facing farmers -Explaining importance -Asking and answering questions -Oral exposition visiting field (of coffee) 	<ul style="list-style-type: none"> -Text book -Resource persons -Fields 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 273-274 -KLB secondary form three student book page 224-225 -K.S.C.E Golden tips Geography pg 146-147 -Comprehensive Geography form 3 student book page 215-217 	
4		<p>Coffee in Brazil</p> <ul style="list-style-type: none"> -Conditions for growth -Future of coffee production in Brazil 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Describe conditions favouring coffee growing in Brazil -Discuss future of coffee production in Brazil 	<ul style="list-style-type: none"> -Observing photographs -Explaining and discussing conditions for growth -Asking and answering questions -Taking notes -Observing maps 	<ul style="list-style-type: none"> -Photographs -Text book -Maps 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 275-276 -KLB secondary form three student book page 225-227 -K.S.C.E Golden tips Geography pg 147 -Comprehensive Geography form 3 student book page 218-221 	
5		<p>Comparison of coffee farming in Kenya and Brazil</p> <ul style="list-style-type: none"> -Similarities -Differences 	<p>By the end of the lesson, the learner should be able to</p> <p>compare coffee farming in Kenya and Brazil</p>	<ul style="list-style-type: none"> -Class debates -Asking and answering questions -Taking notes -discussions 	<ul style="list-style-type: none"> -text book 	<ul style="list-style-type: none"> -KLB secondary form three student book page 227-228 -Comprehensive Geography form 3 student book page 222 	

3	1 & 2	Agriculture	<p>Wheat farming in Kenya</p> <p>Growing areas c</p> <p>Conditions favouring growth</p> <p>-Cultivation</p> <p>-Harvesting</p> <p>-Processing</p> <p>-Marketing</p> <p>-Importance of wheat farming</p> <p>-Problems facing wheat farming</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-Describe cultivation of wheat</p> <p>-Discuss requirements for cultivation</p> <p>-Identify problems and solutions facing wheat industry</p> <p>-Outline the importance of wheat in Kenya</p>	<p>-Observing photographs</p> <p>-Identifying places in maps</p> <p>-Discussions</p> <p>-Asking and answering questions</p>	<p>-Photographs</p> <p>-Maps</p>	<p>-KLB secondary form three student book page 228-230</p> <p>-K.S.C.E Golden tips Geography pg 147-148</p> <p>-Comprehensive Geography form 3 student book page 223-228</p>	
	3		<p>Wheat farming in Canada</p> <p>-Conditions favouring growth of wheat</p> <p>-Cultivation marketing</p>	<p>By the end of the lesson, the learner should be</p> <p>-Able to discuss wheat farming in Canada</p>	<p>-Observation of photographs</p> <p>-Asking and answering questions</p> <p>-discussions</p>	<p>-Photographs</p> <p>-Text books</p>	<p>-KLB secondary form three student book page 230-232</p> <p>-K.S.C.E Golden tips Geography pg 148</p> <p>-Comprehensive Geography form 3 student book page 227-228</p>	
	4-5		<p>Importance of wheat farming in Canada</p> <p>-Comparison</p> <p>-between farming in Canada and Kenya</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-Cultivate importance of wheat farming in Canada</p> <p>-Compare wheat</p> <p>-Farming in Canada and Kenya</p>	<p>-Oral exposition</p> <p>-Discussions</p> <p>-Class debates</p> <p>-Asking and answering questions</p> <p>-Observing photographs</p>	<p>-Photographs</p> <p>-Text books</p>	<p>-Certificate Geography form 3 student copy pg 282-283</p> <p>-KLB secondary form three student book page 232</p> <p>-K.S.C.E Golden tips Geography pg 148</p> <p>-Comprehensive Geography form 3 student book page 228-232</p>	

4	1		Horticulture in Kenya -Features -Conditions for the development of the industry -Research marketing	By the end of the lesson, the learner should be able to -discuss horticulture under condition for development of horticultural crops -research and marketing	-asking and answering questions -taking notes -discussions -observing photographs	-textbooks -photographs	-Certificate Geography form 3 student copy pg 283-285 -KLB secondary form three student book page 233-234 -K.S.C.E Golden tips Geography pg 148-149 -Comprehensive Geography form 3 student book page 233-236	
	2-3	Agriculture	Horticulture -Types of crops grown -Vegetation -Fruits and flowers Problem facing horticultural farming in Kenya	By the end of the lesson, the learner should be able to -Describe the crops grown under horticulture -Explain problems facing horticulture farming in Kenya	-Taking notes -Observing photographs -Asking and answering questions -discussions	-photographs -text book	-KLB secondary form three student book page 234-236 -K.S.C.E Golden tips Geography pg 149	
	4		Importance of horticulture to the Kenyan economy Horticulture in the Netherlands -Conditions for growth -Farming areas -Marketing practices	By the end of the lesson, the learner should be able to: -Explain importance of horticulture to Kenyan economy -Describe horticulture farming in Netherlands	-Taking and making notes -Asking and answering questions -Observing photographs -Discussions -Listening to resource persons	-Photographs -Resource persons -Maps -Text book	-Certificate Geography form 3 student copy pg 284-285 -KLB secondary form three student book page 236-238 -K.S.C.E Golden tips Geography pg 149 -Comprehensive Geography form 3 student book page 236-238	
	5		-Importance of horticulture in Netherlands	By the end of the lesson, the learner should be able to	-Asking and answering questions -Interpreting figures on production trends	-student book -map	-Certificate Geography form 3 student copy pg 290-294	

			<ul style="list-style-type: none"> -Comparison of horticulture in Kenya and Netherlands -Similarities -Differences 	<ul style="list-style-type: none"> -Explain importance of horticulture in Netherlands -Compare horticulture farming in Kenya and Netherlands 	<ul style="list-style-type: none"> -Taking notes -Class debates -discussions 		<ul style="list-style-type: none"> -KLB secondary form three student book page 240 -K.S.C.E Golden tips Geography pg 151-152 -Comprehensive Geography form 3 student book page 242 	
5	1	Agriculture	Livestock farming Pastoral farming Main areas Characteristics Problems facing pastoralist Improvements in pastoral areas	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Define pastoralism and identify types of livestock management -Explain characteristics -Discuss problems facing pastoralism and possible improvements 	<ul style="list-style-type: none"> -Discussions -Oral expositions -Explanations -Making and taking notes -Observing photographs & pastoral groups 	<ul style="list-style-type: none"> -Local environment -Student book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 290-294 -KLB secondary form three student book page 240 -K.S.C.E Golden tips Geography pg 151-152 -Comprehensive Geography form 3 student book page 242 	
	2	Agriculture	Dairy farming in Kenya <ul style="list-style-type: none"> - Commercial dairy farming - High land - Lowland Types of dairy cattle kept in Kenya Conditions favouring dairy farming in Kenya highlands	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> -Define commercial dairy farming -Describe types of dairy cattle Kept in Kenya -Explain conditions favouring dairy farming in Kenya Highlands 	<ul style="list-style-type: none"> -Observing -Photographs -Visiting areas for breeding dairy animals -Asking and answering questions -Listening to resource persons 	<ul style="list-style-type: none"> -Photographs -Text book -Resource persons 	<ul style="list-style-type: none"> -KLB secondary form three student book page 240-242 -K.S.C.E Golden tips Geography pg 152 -Comprehensive Geography form 3 student book page 245-247 	
	3-4		Milk processing and marketing problems	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> -Asking and answering questions -Taking notes -Observing photographs 	<ul style="list-style-type: none"> -Text book -Photographs 	<ul style="list-style-type: none"> -KLB secondary form three student book page 243-244 	

			facing dairy farming in Kenya Steps taken by the government to improve dairy farming	describe milk processing and marketing Marketing Explain problems facing dairy farming in Kenya			-K.S.C.E Golden tips Geography pg 152-153	
	5		Problems facing dairy farming in Denmark Comparison of dairy farming in Denmark and Kenya Differences Similarities	By the end of the lesson, the learner should be able to -Explain problems facing dairy farming in Denmark -Compare dairy farming in Kenya and Denmark	-Asking and answering questions -Taking notes -Discussions -Class discussions	-Text book	-Certificate Geography form 3 student copy pg 302-305 -KLB secondary form three student book page 247-248 -K.S.C.E Golden tips Geography pg 153-154 -Comprehensive Geography form 3 student book page 249	
6	1-2		Beef farming in Kenya Steps taken by the government of Kenya to improve beef farming	By the end of the lesson, the learner should be able to -Explain steps taken by government of Kenya to improve beef farming	-Discussions -Taking and making notes -Asking and answering questions	-Text book	-KLB secondary form three student book page 250-251 -K.S.C.E Golden tips Geography pg 154 -Comprehensive Geography form 3 student book page 250-251	
	3-4		Limitations of Beef farming in Kenya Significance of beef farming in Kenya	By the end of the lesson, the learner should be able to -Explain limitations and significance of Beef farming in Kenya	-Observing -Photographs -Taking and making notes -Oral expositions	-Photographs -Text book	-KLB secondary form three student book page 251-252 -Comprehensive Geography form 3 student book page 249-250	
	5		Beef farming in Argentina	By the end of the lesson, the learner should be able to	-Oral exposition -Discussions -Taking and making notes	-Photographs -Text book -Maps	-KLB secondary form three student book page 252-253	

			<ul style="list-style-type: none"> -Conditions favoring beef production in Argentina -Organization of Beef farms 	<ul style="list-style-type: none"> -Discuss beef farming in Argentina -Explain how beef farms are organized 	<ul style="list-style-type: none"> -Observing photographs & Maps 		<ul style="list-style-type: none"> -K.S.C.E Golden tips Geography pg 155 -Comprehensive Geography form 3 student book page 251-251 	
7	1		Processing and marketing of beef in Argentina Significance of Beef farming in Argentina	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Describe processing and marketing of beef -Explain significance of beef farming in Argentina 	<ul style="list-style-type: none"> -Class discussion -Taking notes -Asking and answering questions 	-Text book	<ul style="list-style-type: none"> -KLB secondary form three student book page 253 -K.S.C.E Golden tips Geography pg 155 	
	2		Differences, similarities between beef farming in Kenya and Argentina	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Compare beef farming in Kenya and Argentina 	<ul style="list-style-type: none"> -Observing -Photographs -Discussions -Class debates -Asking and answering questions -Taking notes 	<ul style="list-style-type: none"> -Photographs -Text book 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 275-276 -KLB secondary form three student book page 253-254 -K.S.C.E Golden tips Geography pg 155-156 -Comprehensive Geography form 3 student book page 253 	
	3	Field work	Field study preparation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Adequately prepare for field work on Agriculture 	<ul style="list-style-type: none"> -Identifying hypothesis -Drawing tables -Preparing for a field work 	<ul style="list-style-type: none"> -Local environment -Student book -Local maps 	<ul style="list-style-type: none"> -Certificate Geography form 3 student copy pg 311-313 -Comprehensive Geography form 3 student book page 255-256 	

	4-5		Actual field study & Report writing compiling	By the end of the lesson, the learner should be able to -carry our field study	-Observing -Interviewing -Visiting the field	-Drawing -Findings on a chart of diagram -Compiling reports -Interviewing -Visiting the fields	-KLB secondary form three student book page 254-255 -Gateway secondary Revision Geography page 16-17	
END OF TERM THREE EXAMINATIONS								