



DOYEN PUBLISHERS

HIGH SCHOOL SCHEMES OF WORK

GEOGRAPHY FORM 4

(Term 1, 2 & 3)

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GEOGRAPHY FORM 4 SCHEMES OF WORK - TERM 1

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/LEARNING ACTIVITIES	TEACHING/LEARNING RESOURCES	REFERENCES	RMKS
1	1	Statistical methods	Age-sex Pyramid	By the end of the lesson, the learner should be able to -Define age-sex pyramid -Draw a simple age-sex pyramid	-Drawing age-sex pyramids -Taking short notes on procedures of constructing the pyramid	-Student book -Chart/manila paper -Graph papers	-Certificate Geography form 4 student copy pg 1-2 -KLB secondary form four student book page 2-4 -Comprehensive Geography form 4 student book page 1-2 -Teacher's guide pg 22-23	
	2-3	Statistical Methods	Age-sex pyramid	By the end of the lesson, the learner should be able to -Analyse and interpret the pyramid -Explain the advantages and disadvantages of age-sex pyramid	-Analysing and interpret pyramid -Discussions -Use of questions and answers	-Charts (manila papers) -Internet downloads -Figures from static abstract -Student book -Teachers guide -Hypothetical figures	-Certificate Geography form 4 student copy pg 4-6 -KLB secondary form four student book page 3,4 -Comprehensive Geography form 4 student book page 2-3,4	
	4	Statistical method	Dot maps	By the end of the lesson, the learner should be able to -Define dot maps & factors considered -Value of the dot -Size of each dot, location of each dot -Draw a simple dot map	-Drawing the dot map	-Topographical mps -Charts -Felt pens -Student book -Hypothetical population figures	-Certificate Geography form 4 student copy pg 6-7 -KLB secondary form four student book page 4-6 -Comprehensive Geography form 4 student book page 2-4-6	
	5	Statistical method	Dot maps	By the end of the lesson, the learner should be able to -Analyse and interpret dot maps -Explain the advantages and disadvantage of dot maps	-Discussion -Question and answers -Observing and interpreting dot maps -Taking assignments	-Topographical maps -Charts (manila paper -Black board -Student's book -Teacher's guide	-Certificate Geography form 4 student copy pg 7-8 -KLB secondary form four student book page 6-7 -Comprehensive Geography form 4 student book page 4-6	

2	1	Statistical method	Chloroplett maps	By the end of the lesson, the learner should be able to -Define chloroplett map -Draw a chloroplett map	-Drawing chloroplett maps -Describing construction of chloroplett map -discussion	-statistical abstracts -manila paper and felt pens -student book	-Certificate Geography form 4 student copy pg 8-9 -KLB secondary form four student book page 8-9	
	2-3	Statistical Methods	Chloroplett maps	By the end of the lesson, the learner should be able to -Interpret and analyse the chloplette map	-Discussion -Questions and answers	-Internet down loads -Statistical abstract -Charts student book	-Certificate Geography form 4 student copy pg 10 -KLB secondary form four student book page 10 -Comprehensive Geography form 4 student book page 4	
	4	Statistical methods	Chloroplett Maps	By the end of the lesson, the learner should be able to -Explain advantages and disadvantages of chloroplett map	-Discussions -Questions and answers -Observation of the charts	-Internet downloads -Hypothetical figures -Student book	-Certificate Geography form 4 student copy pg 10 -KLB secondary form four student book page 10	
	5	Land Reclamati on and rehabilitati on	Methods of land reclamation	By the end of the lesson, the learner should be able to -Discuss and review the last topic -Define the term land reclamation and rehabilitation -Give various methods of land reclamation and rehabilitation -Drainage of swamps, tsetse fly control -Afforestation	-Teacher asking questions -Discussions -Taking notes -Teacher give examples	-Photographs -Student book -Teacher's guide	-Certificate Geography form 4 student copy pg 11-13 -Comprehensive Geography form 4 student book page 10	
3	1	Land reclamati on & rehabilitati on	Mwea Tabere irrigation scheme	By the end of the lesson, the learner should be able to -Explain factors that influence the location of Mwea Tebere irrigation schemes -Perennial rivers -Black cotton soils -Rain-fed agriculture -Gentle sloping land -Sparse population	-Teachers explaining Mwea Tebere irrigation scheme -Teacher discussing factor influencing its location	-Photographs -Sketch maps -Student books	-Certificate Geography form 4 student copy pg 14-16 -KLB secondary form four student book page 13-14 -Comprehensive Geography form 4 student book page 10-12	

				-Loamy soils -Presence of detainees				
	2	Land reclamation & rehabilitation	Mwea Tebere irrigation scheme -Organization of the scheme cultivation	By the end of the lesson, the learner should be able to -Discuss the organization of mwea Tabere irrigation scheme -Explain the cultivation in the scheme	-Discussion -Taking notes	-Photographs -Data from national irrigation Board -Resource person -Students book	-KLB secondary form four student book page 12-14 -Comprehensive Geography form 4 student book page 12-14	
	3	Land reclamation & rehabilitation	Mwea Tebere irrigation scheme -Benefits of the scheme -Problems in the scheme -Increased food production -Settlement control floods -Diversification of production, economic development Problems -Disease & pest weeds -Finances -Poor roads -Shortage of labour -Inadequate water -Factors leading to success	By the end of the lesson the learner should be able to -Explain the benefits of the scheme -Discuss problems in the scheme -Give factors that led to the success of the scheme & future plans	-Discussion -Taking notes -Questions and answers -Drawing sketch map	-Resource persons -Field work	-Certificate Geography form 4 student copy pg 18-20 -KLB secondary form four student book page 16 -Comprehensive Geography form 4 student book page 14	
	4-5	Land reclamation & rehabilitation	Pekerra irrigation scheme -Description of the scheme -Factors influencing the scheme	By the end of the lesson, the learner should be able to -Discuss the location of the scheme -Explain factors influencing its location -Discuss its organization & management	-Discussions -Taking notes -Questions and answers -Sketching maps	-Resource persons -Fieldwork -Photographs -Student book	-Certificate Geography form 4 student copy pg 21-22 -KLB secondary form four student book page 17	

			Organization & management -Control flood utilize excess water in pekerra -Flat uncultivated land -Fertile loamy -Dry conditions				-Comprehensive Geography form 4 student book page 14-15	
4	1-2	Land reclamation & rehabilitation	Perkerra irrigation scheme -Benefits -Settlement -Income generation -Development of infrastructure Problems -Remote area -Inadequate water -Sparse population	By the end of the lesson, the learner should be able to -Explain the benefits of the scheme -Problems facing the scheme & possible solutions & future plans	-Discussions -Taking notes -Questions & answers -Drawing of sketch map	-Resource persons -Field Photographs -student book	-Certificate Geography form 4 student copy pg 23 -KLB secondary form four student book page 17	
	3	Land reclamation & rehabilitation	Significance of irrigation farming in Kenya and problems facing irrigation farming -Improved farming standard -Settlement -Rehabilitation & development of the areas -Employment Problems -Weed -Disease/pests -Silt -Fluctuating prices -Increased salinity	By the end of the lesson, the learner should be able to -Explain the significance of irrigation farming in Kenya -Discuss problems facing irrigation farming in Kenya	-Discussions -Tote taking -Questions and answers	-Charts -Manila paper -Students book	-Certificate Geography form 4 student copy pg 24 -KLB secondary form four student book page 18-19 -Comprehensive Geography form 4 student book page 17-20	

			-Fluctuating volume of water					
	4	Land reclamation & rehabilitation	Methods of land reclamation & rehabilitation in Kenya Irrigation -Water -Silt -Flood Sprinkler -Trickle -Canals -Drip Drainage of swamps -Importance -Open ditches -Drain pipes -dykes	By the end of the lesson, the learner should be able to -explain irrigation and drainage of swamps as a method of land reclamation -give importance of drainage of swamps	-discussions -note taking -questions and answers	-Photographs -Student book	-KLB secondary form four student book page 19-21 -Comprehensive Geography form 4 student book page 20-26	
	5	Land reclamation & rehabilitation	Methods of land reclamation & rehabilitation -Control of pests -Refilling of quarrels & eroded landscape -Afforestation & reforestation -Planting of drought resistant crops -Agro forestry -Control of floods -Controlled grazing -Mulching -Manu ring -Bush fullowing	By the end of the lesson, the learner should be able to -Explain various methods of land reclamation & rehabilitation	-Discussions -Questions and answers -Note taking	-Photographs -Text books	-KLB secondary form four student book page 23 -Comprehensive Geography form 4 student book page 26-27	
5	1-2	Land reclamation and	Case study Tsetse fly in Lambwe valley	By the end of the lesson, the learner should be able to	-Discussions -Questions and answers -Note taking	-Student book -Photographs	-KLB secondary form four student book page 24	

		Rehabilitation	-Benefits -Control measures	-Explain tsetse fly control in Lambwe valley -Explain the benefits of the project				
	3	Land reclamation and rehabilitation	Land reclamation in Netherlands Zyder Zee project	By the end of the lesson, the learner should be able to -Explain land reclamation in Netherlands -Reclamation methods -Discuss the Zyder zee project -Explain the benefits of Zuyder Zee project -Factors favoring farming -Activities in polderland in Netherlands	-Discussions -Questions and answers -Notes taking -Sketching of maps	-Photographs -Sketch maps -Student note books	-KLB secondary form four student book page 26-28 -Comprehensive Geography form 4 student book page 28-32	
	4	Land reclamation and rehabilitation	The Delta plan project -Benefits -Comparisons Other land reclamation methods in Netherlands	By the end of the lesson, the learner should be able to Explain -Delta plain project -Benefits of the project -Other reclamation methods in Netherlands	Discussions -Note-taking -Asking and answering questions	photographs	-KLB secondary form four student book page 28-29 -Comprehensive Geography form 4 student book page 32	
	5	Land reclamation & rehabilitation	Comparison between land reclamation in Kenya and Netherlands - Similarities - differences	By the end of the lesson, the learner should be able to -give a comparison between land reclamation in Kenya and Netherlands	-discussions -Questions and answer	- Photographs	-Certificate Geography form 4 student copy pg 31 -KLB secondary form four student book page 29 -Comprehensive Geography form 4 student book page 32-33	
6	1	Fishing	Definition of -Fishing -Fisheries -Fish farming Factors influencing fishing -Planktons -Ocean current	By the end of the lesson, the learner should be able to -Define the terms fishing, fisheries and fish farming -Explain factors influencing fishing	-Discussions -Asking and answering questions -Note taking -Drawing diagrams of ocean currents -Sketch mapping	-Photographs -Field work -Resource persons -Sketch maps	-KLB secondary form four student book page 31-34 -Comprehensive Geography form 4 student book page 35	

			<ul style="list-style-type: none"> -Nature of coastline -Capital -Technology -Market -Transport -Cool waters -Fishing culture 					
	2	Fishing	Distribution of fishing grounds of the world -The Atlantic fishing grounds -Pacific	By the end of the lesson, the learner should be able to -Discuss various fishing grounds in Atlantic & pacific oceans	-Sketching maps -Note taking -discussions	-Photographs -Sketch maps -Globe -atlas	-Certificate Geography form 4 student copy pg 36-40 -KLB secondary form four student book page 34-38 -Comprehensive Geography form 4 student book page 36-41	
	3	Fishing	Fishing grounds in Africa -Marine fisheries -Inland fisheries Types of fishing -Crustacean -Pelagic -Dermersal -Inshore -Fresh water	By the end of the lesson, the learner should be able to -Discuss the Various fishing ground in Africa -Explain different types of fishing	-Note taking -Discussions -Asking questions	-Photographs -Atlases	-Certificate Geography form 4 student copy pg 42 -KLB secondary form four student book page 39-42 -Comprehensive Geography form 4 student book page 42	
	4-5	Fishing	Methods of fishing -Drifting -Trawling -Seining -Line fishing -Harpocaturing -Herb -Barners -Lampara -Guli nets	By the end of the lesson, the learner should be able to -Describe the various fishing methods	Discussions -Note taking -Asking and answering questions -Drawing sketches	-Photographs -Manila paper -Felt pens	-Certificate Geography form 4 student copy pg 44-46 -KLB secondary form four student book page 42-44 -Comprehensive Geography form 4 student book page 44-49	

7	1	Fishing	<p>Fresh water and marine fisheries in east Astica Kenya</p> <ul style="list-style-type: none"> -L. Victoria -L. turkana -L.Naivasha <p>Tanzania</p> <ul style="list-style-type: none"> -L. Victoria -L. Tanganyika -L. Rukwa <p>Uganda</p> <ul style="list-style-type: none"> -Victoria -Kyoga -Albert -Edward & George <p>Marine Fisheries in Africa</p> <ul style="list-style-type: none"> -Indian ocean 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Discuss various Fresh & marine Fisheries in East Africa 	<ul style="list-style-type: none"> -Discussions -Note-taking -Asking and answering questions -Sketching diagrams 	<ul style="list-style-type: none"> -Photographs -Sketch maps -atlas 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 47-51 -KLB secondary form four student book page 44-47 -Comprehensive Geography form 4 student book page 49-54 	
	2-3	Fishing	<p>Fish farming in Kenya</p> <ul style="list-style-type: none"> -Significance of fishing industry in Kenya -Problems facing fishing in Kenya and solutions 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Discus fish farming in Kenya -Explain significance of fishing industry in Kenya -Discuss problems facing fishing in Kenya -Give solutions to the problems 	<ul style="list-style-type: none"> -Discussions -Note taking -Asking and answering questions 	<ul style="list-style-type: none"> -Photographs 	<ul style="list-style-type: none"> -KLB secondary form four student book page 47,52,53-56 -Comprehensive Geography form 4 student book page 54-57 	
	4	Fishing	<p>Fishing in Japan</p> <ul style="list-style-type: none"> -Factors that make Japan a leading fishing nation -Problems facing fishing in Japan 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Describe fishing in Japan -Explain factors contributing to success of Japanese fishing industry -Explain problems facing fishing in Japan 	<ul style="list-style-type: none"> -Discussions -Asking and answering questions -Taking notes -Sketching maps 	<ul style="list-style-type: none"> -Globe -Atlas -Photographs 	<ul style="list-style-type: none"> -KLB secondary form four student book page 56-57 -Comprehensive Geography form 4 student book page 58-59 	
	5	Fishing	<p>Fishing in Japan & Kenya</p> <ul style="list-style-type: none"> -Similarities -Differences 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -compare and contrast fishing activities in Kenya and Japan 	<ul style="list-style-type: none"> -Discussions -Class debating -Asking and answering questions -Test and quiz 	<ul style="list-style-type: none"> -Photographs -Students book -Download from the internet 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 61-62 -KLB secondary form four student book page 58-59 	

			Management and conservation of fresh water and marine water				-Gateway secondary Revision Geography page 93	
8	1	Wildlife	Definition of wildlife Factors influencing distribution of wildlife in East Africa -Water -Vegetation -Climate -Soils -Human activities	By the end of the lesson, the learner should be able to -Define wildlife -Identify factors influencing wildlife distribution	-Discussions -Making & taking notes -Asking and answering questions -Oral exposition (Fieldwork)	-Photographs -Maps -Student book	-Certificate Geography form 4 student copy pg 61-62 -KLB secondary form four student book page 60-61 -Comprehensive Geography form 4 student book page 63-68	
	2	Wildlife	Distinction between game reserve National parks & sanctuaries Major national parks, game reserves and sanctuaries in East Africa	By the end of the lesson, the learner should be able to -Distinguish between game reserves, national parks & sanctuaries Draw and locate different game reserves, national parks and sanctuaries on east Africa countries. map	-Sketching of maps -Taking notes -Asking and answering questions	-Photographs -Students book -Field work -Resource persons	-Certificate Geography form 4 student copy pg 63,64 -KLB secondary form four student book page 61-63 -Comprehensive Geography form 4 student book page 68-71	
	3-4	Wildlife	Significance of wildlife -Foreign exchange -Employment -Provision of food -Scientific study -Medicinal value -Hotel industry -Raw material for industry	By the end of the lesson, the learner should be able to: -Discuss significance of wildlife	-Discussions -Asking and answering questions -Taking notes -Taking photographs	-Photographs -Student book -Fieldwork -Resource persons	-KLB secondary form four student book page 64 -Comprehensive Geography form 4 student book page 74-76	
	5	Wildlife	Problems facing wildlife in East Africa -Poaching	By the end of the lesson, the learner should be able to: -Explain the problems facing wildlife in East Africa	-Taking notes -Discussions -Asking and answering questions	-Field work -Photographs -Films -Students book -Journals -Video cassettes	Certificate Geography form 4 student copy pg 65-68 -KLB secondary form four student book page 65-68	

			<ul style="list-style-type: none"> -Human encroachment -Insecurity -Overpopulation -Pollution -Drought -Roads & tracks -Bush fires -Human animal -Conflict -Pest & diseases 			-Newspapers	-Comprehensive Geography form 4 student book page 76-78	
9	1-2	Wildlife and tourism	Management and conservation of wildlife	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Explain how wildlife can be conserved and managed -Define tourism <ul style="list-style-type: none"> - Domestic - Ecotourism - Mass tourism - International tourism -Explain reasons for encouraging domestic tourism 	<ul style="list-style-type: none"> -Taking notes -Discussions Asking and answering questions 	<ul style="list-style-type: none"> -Field work -Photographs -Films -Resource persons -Journals & magazines 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 68-70 -KLB secondary form four student book page 68-71 -Comprehensive Geography form 4 student book page 79-82 	
	3	Tourism	Factors influencing tourism <ul style="list-style-type: none"> -Physical -Human 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Discuss factors influencing tourism 	<ul style="list-style-type: none"> -Taking notes -Discussions -Asking and answering questions 	<ul style="list-style-type: none"> -Resource persons -Films -Magazines -newspapers 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 71-73 -KLB secondary form four student book page 73-75 -Comprehensive Geography form 4 student book page 83-86 	
	4	Tourism	Tourist Attraction in Kenya <ul style="list-style-type: none"> -Wildlife -Beautiful scenery -Historic & prehistoric sites -Warm climate -Sundry beach 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> -Discuss the various tourist Attractions in Kenya -Give examples in Kenya -Locate tourist attraction sports in Kenya 	<ul style="list-style-type: none"> -Discussions -Making & taking notes -Asking and answering questions 	Field work <ul style="list-style-type: none"> -Films -Photographs -Maps -Student note book -Atlases -Charts -newspapers 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 73-74 -KLB secondary form four student book page 75-79 -Comprehensive Geography form 4 student book page 86-90 	

			-Cultural activities -Games & sports					
	5	Tourism	Significance of tourism -Foreign exchange Revenue -Employment -Infrastructure understanding & patriotism Problems facing and associated with tourism in Kenya	By the end of the lesson, the learner should be able to -Explain significance of tourism in Kenya -Explain problems facing tourism in Kenya	-Asking and answering questions -Making and taking notes -Discussions -Watching films & videos	-Maps -Photographs -Students book -Films -Journals -Newspaper	-Certificate Geography form 4 student copy pg 74-75 -High flyer series KCSE & Revision Geog 1995-2010 pg 158 -Comprehensive Geography form 4 student book page 91-96	
10	1-2	Tourism	Future of tourism in Kenya Tourism in Switzerland -Beautiful scenery -Climate infrastructure -Neutrality -Language diversity -Central location -Accommodation facilities	By the end of the lesson, the learner should be able to -Explain the future of tourism in Kenya -Explain tourism in Switzerland -Explain factors influencing tourism in Switzerland	-Asking and answering questions -Discussions -Making and taking notes -Watching films & videos -Reading newspapers of journals	-Maps -Photographs -Journals -Films -newspapers	-Certificate Geography form 4 student copy pg 78-81 -KLB secondary form four student book page 82,84-85 -Comprehensive Geography form 4 student book page 96-98	
	3	Tourism	Significance of tourism in Switzerland Future of tourism in Switzerland Comparison of tourism in Kenya and Switzerland	By the end of the lesson, the learner should be able to -Explain significance of tourism in Switzerland -Discuss future of tourism in Switzerland -State the differences and similarities between tourism in Switzerland and Kenya	-Watching films and videos -Reading journals -Magazines & newspapers -Asking and answering questions -Discussions -Making and taking notes	-Videos -Films -Journals -Newspapers -Photographs	-Certificate Geography form 4 student copy pg 83-84 -KLB secondary form four student book page 83-84 -Comprehensive Geography form 4 student book page 99-102	
	4-5	Test	Testing the student understanding on	By the end of the lesson, the learner should be able to	-Answering questions	-Full scalps -Pens -Question papers	-High flyer series KCSE -Revision Geography 1995-2010 pg 159	

			wildlife & tourism	-Answer simple question on wildlife/Tourism				
11	1 & 2	Energy	Definition Types and sources of Energy -Renewable -Non-renewable -Petroleum -Coal -Peat -Nuclear	By the end of the lesson, the learner should be able to -Define energy -Describe non-renewable & renewable sources of energy <ul style="list-style-type: none"> - Solar - Wind - Wave - Hydropower - Geothermal - Biogas - Charcoal Fuel, animals -Identify the source of energy	-Discussions -Answering questions -Student name of energy -Observe photographs and pictures -Note taking	-Photographs -Films & videos -charts	-Certificate Geography form 4 student copy pg 88-98 -KLB secondary form four student book page 87-94 -Comprehensive Geography form 4 student book page 103-109 -Highflyer series Revision text 1995-2010 pg 160-163	
	3	Energy	Hydro-electric power stations in Kenya and Uganda -Tana owen falls dam (Africa)	By the end of the lesson, the learner should be able to -Describe HEP power stations in Kenya & Uganda (Africa) -(state examples in Kenya & Uganda Africa -Compare HEP production in Kenya and Uganda	-Discussions -Answering questions -Observing photographs & pictures -Note taking -Sketching diagrams	-Photographs -Pictures -Charts -Atlas -Wall map	-Certificate Geography form 4 student copy pg 99-101 -KLB secondary form four student book page 99-101 -Comprehensive Geography form 4 student book page 110 -Highflyer series Revision text 1995-2010 pg 163-164	
	4	Energy	Geothermal power project in Kenya Significance of energy -Industrial use -Transport sector -Domestic use -Agriculture sector	By the end of the lesson, the learner should be able to -Discuss geothermal power project in Kenya -Explain the significance of energy	-Photograph observation -Watching films & videos -Discussions -Asking and answering questions -Taking Photographs	-Photographs -Films -Videos -Field work	-Certificate Geography form 4 student copy pg 104-105 -KLB secondary form four student book page 101-102 -Comprehensive Geography form 4 student book page 113-116 -Highflyer series Revision text 1995-2010 pg 163-164	

	5	Energy	Energy crisis Effects of energy crisis in the world Management and conservation of energy	By the end of the lesson, the learner should be able to -Define energy crisis -Explain impacts of energy crisis in the world -Describe how energy can be conserved	-Discussions -Asking and answering questions -Class debated -Taking notes	-Student book -Photographs	-Certificate Geography form 4 student copy pg 105-108 -KLB secondary form four student book page 102-105 -Comprehensive Geography form 4 student book page 116-119	
12	1-5	Revision	Revision on topics covered and taking end of term exam	By the end of the lesson, the learner should be able to; -Answer questions on topics covered	-Answering questions in the revision text -Taking end term exam	-Full scalps -Pens -Questions papers	-Highflyer series revision text 1995-2010 pg 164-166	
REVISION AND END OF TERM ONE EXAMINATIONS								

GEOGRAPHY FORM 4 SCHEMES OF WORK - TERM 1

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/ LEARNING ACTIVITIES	TEACHING/ LEARNING RESOURCES	REFERENCES	RMKS
1	1-2	Industry	Definition of; -Industry Industria lization Factors influencing location of industry & development -Capital man-power market -Raw material -Transport & communication -Electricity -Water -Government policy -Cost of land	By the end of the lesson, the learner should be able to -Define terms - Industry - Industrialization -Explain the factors influencing location and development of industry -State examples of industries	-Discussion -Field visits -Taking photographs -Making & taking notes	-Pictures and photographs -Text book -diagrams	-Certificate Geography form 4 student copy pg 112-116 -KLB secondary form four student book page 107-111 -Comprehensive Geography form 4 student book page 121- 126 -Highflyer series revision text 1995-2010 pg 166-167	
	3 & 4	Industry	Types of industry -Primary -Secondary -Tertiary Distribution of industries in Kenya -Extractive -Food processing Agricultural non-food -Non-agricultural manufacturing industries -Cottage industry Service industry	By the end of the lesson, the learner should be able -Describe types of industries -Account for the distribution of industries in Kenya -State examples in Kenya	-Discussions -Making and taking notes -Field visits -Taking photographs -Observing films videos & slides	-Photographs -Films -Videos -Slides	-Certificate Geography form 4 student copy pg 116-120 -KLB secondary form four student book page 111-118 -Comprehensive Geography form 4 student book page 126- 132 -Highflyer series revision text 1995-2010 pg 166-167	
	5	Industry	Jua Kali industries Importance of jua kali industries	By the end of the lesson, the learner should be able to	-Discussions -Making and taking notes -Taking photographs	-Photographs -Films -Text books	-Certificate Geography form 4 student copy pg 121-124 -KLB secondary form four student book page 121-123	

			Significance of industrialization in Kenya -Negative -Positive	(i) Describe jua-kali industries -Explain the significance of industrialization in Kenya -Explain importance of jua-kali industries (sector)			-Comprehensive Geography form 4 student book page 135-139	
2	1-2	Industry	Problems of industrialization and their possible solutions -Pollution -Neglect of Agriculture -Unemployment -Displacement of people -Rural-urban migration -Depletion of resources -Repatriation of profits -Inadequate capital	By the end of the lesson, the learner should be able to -Explain the problems of industrialization and their solutions	-Discussions -Observing videos and films -Making and taking notes	-Videos -Films -Text book	-KLB secondary form four student book page 123-126 -Comprehensive Geography form 4 student book page 140-143	
	3	Industry	Cottage industry in India -Characteristics -Problems -Benefits	By the end of the lesson, the learner should be able to -Describe cottage industry in India -Give characteristics of cottage industry in India -State benefits of cottage industry in India	-Discussions -Asking and answering questions -Taking notes -Observing photographs -Sketching diagrams	-Text book -atlas and maps -Photographs -diagrams	-Certificate Geography form 4 student copy pg 128-129 -KLB secondary form four student book page 126-126 -Comprehensive Geography form 4 student book page 143-145	
	4-5	Industry	Iron and steel industry in the Ruhr region of Germany -Factors favouring development -Problems -significance	By the end of the lesson, the learner should be able to: (i) describe iron & steel industry in Ruhr -state factors favouring the development -explain the problems faced -explain the significance	-discussions -asking and answering questions -taking notes -observing photographs -reading journals & newspapers	-text book -atlas & maps -Photographs -Journals	-Certificate Geography form 4 student copy pg 130-132 -KLB secondary form four student book page 129-131 -Comprehensive Geography form 4 student book page 145-147	

3	1 & 2	Industry	<ul style="list-style-type: none"> Car manufacturing and electronics in Japan -Factors that have contributed to development -historical -Capital -Man-power -Landscape -Water -Technology -Low prices Car manufacturing & electronics regions in Japan -Tokyo -Lakohama -Osaka-kobe -Nagoya Significance -Foreign exchange -Employment -Towns -Transport network 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -Describe care manufacturing in Japan -Explain factors that have contributed to it's development -State areas that car-manufacturing & electronics takes place -Explain significance of car manufacturing & electronics in Japan 	<ul style="list-style-type: none"> -Observing photographs -Taking notes -Asking and answering questions -Discussions -Taking notes -Sketching diagrams 	<ul style="list-style-type: none"> -Journals -Photographs -Text book -Talas & maps -Text book -diagrams 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 132-134 -KLB secondary form four student book page 131-134 -Comprehensive Geography form 4 student book page 147-151 	
	3	Transport & communication	<ul style="list-style-type: none"> Definition; -Transport -Communication Modes of transport in Africa -Road -Railway -water 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -define transport, communication -explain the modes of transport -state advantages and disadvantages of each 	<ul style="list-style-type: none"> -Observing photographs -Discussions -Asking and answering questions -Sketching diagrams -Taking photographs 	<ul style="list-style-type: none"> -Photographs -Text books -Diagrams -Maps & atlas -Field study 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 138,140-144 -KLB secondary form four student book page 137-139 -Comprehensive Geography form 4 student book page 161-165 	
	4-5	Transport	<ul style="list-style-type: none"> -Pipelines -Air -Lifts and escalators -Human and animal -containerization 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> -explain the modes of transport -give advantages and disadvantages of each 	<ul style="list-style-type: none"> -discussions -observing photographs -taking photographs -asking and answering questions -observing maps & atlas 	<ul style="list-style-type: none"> -Photographs -Maps -Atlases 	<ul style="list-style-type: none"> -Certificate Geography form 4 student copy pg 139-140-144-146,152-154 -KLB secondary form four student book page 140-142 -Comprehensive Geography form 4 student book page 166-170 	

4	1 & 2	Communi- cation	Means of communication -Oral -Face to face -Telephone -Radio call -Radio -Television Written -Newspapers & magazines -Postal and courier services -Internet facsimile -Telegrams -Letter -Telex Audio-visual -Videos -Films -Posters -Charts & diagrams	By the end of the lesson, the learner should be able to -Describe various means of communication -Stating the advantages -State examples	-Discussions -Asking and answering questions -Observing magazine -Newspaper phone -letters	-videos -charts -phones -radio -letter -posters	-Certificate Geography form 4 student copy pg 142-144 -KLB secondary form four student book page 154 -Comprehensive Geography form 4 student book page 170-175	
4	3	Communi- cation	Distribution of major lines of transport in Africa -Roads -Railways -Airlines -Water ways	By the end of the lesson, the learner should be able to -Sketch distribution of lines in map	-Sketching diagrams -Observing maps and atlases Asking and answering	-Atlases -Maps -Text book	-KLB secondary form four student book page 144-148 -Comprehensive Geography form 4 student book page 177-179	
	4	Transport & communic- ation	The role of transport and communication the economic development of Africa -Trade -Employment opportunity -Tourism -Information -Revenue -Industrializa- tion	By the end of the lesson, the learner should be able to -Explain the role of transport & communication in development of Africa	-Asking and answering questions -Taking notes -Listening to resource persons	-Text book -Resource person	-Certificate Geography form 4 student copy pg 155-156 -KLB secondary form four student book page 148-150 -Comprehensive Geography form 4 student book page 179-180 -Highflyer series revision text 1995-2010 pg 166-167	

			-Mobility of labour settlement					
	5	Transport and communication	Problems facing transport and communication -Harsh environment -Non-navigable river -Civil wars -Inadequate communication facilities -Different railway & road system -Capital -Technology -Laws -Language barriers -security	By the end of the lesson, the learner should be able to -Explain problems facing transport and communication in Africa -Give possible solutions to the problems -Facing transport & communication	-Asking and answering questions -Taking notes -Listening to resource persons	-Text books -Resource persons	-Certificate Geography form 4 student copy pg 157-161 -Comprehensive Geography form 4 student book page 181-183	
5	1-2	Transport and communication	Great lakes and the st Lawrence seaway Project as multipurpose Different developments Roles played	By the end of the lesson, the learner should be able to -Discuss the great lakes and St. Lawrence seaway -Explain the roles played by Great lakes & st. Lawrence seaway in economies of U.S,A and Canada	-Discussions -Asking and answering questions -Note taking -Sketching diagrams	-Diagrams -Text book -Globe -Atlas & maps	-Certificate Geography form 4 student copy pg 162-164 -KLB secondary form four student book page 153-156 -Comprehensive Geography form 4 student book page 183-186	
	3	Trade	Definition of trade Barter trade Types of trade -Internal -External Factors influencing trade -Capital goods -Security -Market transport -technology	By the end of the lesson, the learner should be able to: -define the term trade, barter trade -describe types of trade -explain different factors influencing trade	-discussions -asking and answering questions -note taking -listening to resource persons	-textbook -resource persons	-Certificate Geography form 4 student copy pg 166-172 -KLB secondary form four student book page 158-161 -Comprehensive Geography form 4 student book page 188-192	
	4-5	Trade	Kenya's exports and imports		-discussions -asking and answering questions	-text book -resource persons -charts	-Certificate Geography form 4 student copy pg 172-182	

			<p>Significance of trade</p> <p>Problems facing trade in Kenya</p> <p>-Industrial growth</p> <p>Earns foreign exchange</p> <p>-Source of revenue</p> <p>-Infrastructure</p> <p>-Employment opportunities</p> <p>Problems</p> <p>-Nature of export and imports</p> <p>-Political strife</p> <p>-Corruption</p> <p>-High dependence on imports</p> <p>-Smuggling</p> <p>-insecurity</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-explain the significance of trade</p> <p>-explain the problems facing trade in Kenya</p>	<p>-note taking</p> <p>-listening to resource persons</p> <p>-observing charts</p> <p>-field visit to an open air market</p> <p>-retail shops</p> <p>observing figures data</p>	<p>-field study</p> <p>-statistical abstract</p>	<p>-KLB secondary form four student book page 161-166</p> <p>-Comprehensive Geography form 4 student book page 192-198</p>	
6	1	Trade	<p>Future of international trade in Kenya</p> <p>Common custom unions</p> <p>Removal trade barriers</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-Explain future</p> <p>-Membership to regional</p> <p>-Trading blocks</p> <p>-External investments</p> <p>-Infrastructure</p> <p>-Bilateral</p> <p>-Trade agreement</p> <p>-Export promotion</p>	<p>Asking and answering questions</p> <p>Note taking</p>	<p>-Resource persons</p> <p>-textbook</p>	<p>-Certificate Geography form 4 student copy pg 182-184</p> <p>-KLB secondary form four student book page 167-168</p> <p>-Comprehensive Geography form 4 student book page 198-200</p>	
	2-3	Trade	<p>Regional trading blocks</p> <p>-COMESA</p> <p>-Aims and objectives</p> <p>-Achievements</p> <p>-Benefits</p> <p>-problems</p>	<p>By the end of the lesson, the learner should be able to</p> <p>-define trading blocks</p> <p>-discuss COMESA</p> <p>-state aims and objectives of COMESA</p> <p>-explain it's achievements</p> <p>-benefits and problems</p>	<p>-discussions</p> <p>-asking and answering questions</p> <p>-group discussions</p> <p>-taking notes</p> <p>-sketching maps</p>	<p>-text book</p> <p>-atlas</p> <p>-globe</p>	<p>-Certificate Geography form 4 student copy pg 185-187</p> <p>-KLB secondary form four student book page 169-170</p> <p>-Comprehensive Geography form 4 student book page 200-204</p>	
	3	Trade	<p>SADC</p> <p>-Roles</p> <p>-Membership</p>	<p>By the end of the lesson, the learner should be able to</p>	<p>-Teacher explaining the SADC & ECOWAS</p>	<p>-Text book</p> <p>-Atlas</p> <p>-globe</p>	<p>-Certificate Geography form 4 student copy pg 187-189</p>	

			ECOWAS -Objectives -roles	-discuss SADC & ECOWAS -stat the able activities of ECOWAS -Explain the roles of SADC and ECOWAS to member state	-Asking and answering questions -Taking notes -Sketching maps		-KLB secondary form four student book page 170-174 -Comprehensive Geography form 4 student book page 204-207	
	4-5	Trade	European Union (EU) Benefits of Regional trading blocks Problems facing trading problems	By the end of the lesson, the learner should be able to -Discuss the European Union -Explain general benefits of Regional trading blocs -Explain problems stating trading blocs	-Asking and answering questions -Taking notes -Teacher explaining the European union trading bloc	-Text book -Globe -Atlas (maps)	-Certificate Geography form 4 student copy pg 189-191 -KLB secondary form four student book page 174-179 -Comprehensive Geography form 4 student book page 207-209	
7	1 & 2	Test	Revision Questions	By the end of the lesson, the learner should be able to -Answer questions	-Answering questions	-Foolscaps -pens	-Comprehensive Geography form 4 student book page 208 -Highflyer series geography revision 1995-2010 pg 182-183	
	3-5	Population	Definition; Factors influencing population in East Africa (Physical factors Political Historical Economic Social Government Policy Infrastructure security	By the end of the lesson, the learner should be able to Define; -Population -Demography -Population density -Explain factors influencing -Distribution of population in East Africa	-Discussions -Asking and answering questions -Taking notes -Studying population Census data	-Text book -Statistical data	-Certificate Geography form 4 student copy pg 193-196 -KLB secondary form four student book page 177-180 -Comprehensive Geography form 4 student book page 209-212	
8	1	Population	Factors influencing population growth -Fertility -mortality	By the end of the lesson, the learner should be able to explain how fertility and mortality and the way they	-explaining the terms mortality and fertility -making and taking notes -observing statistical data -collections -analyzing journals	-text book -statistical data -journals	Certificate Geography form 4 student copy pg 189-191 -KLB secondary form four student book page 198	

				influence population growth			-Comprehensive Geography form 4 student book page 212-215	
	2	Population	Migration -Causes of migration -Types -Effects -Pressure on land -Employment opportunities -Warfare -Calamities -Government policies	By the end of the lesson, the learner should be able to: -Define migration -Explain causes of migration -Explain the impacts of migration on population	-Taking notes -Asking and answering questions -Studying statistical data on census -Teacher explaining migration	-Text book -Wall charts -Journals -Population -Census data	-Certificate Geography form 4 student copy pg 198-204 -KLB secondary form four student book page 183-184 -Comprehensive Geography form 4 student book page 215	
	3	Population	Population Growth CBR CDR Demographic Trends Factors leading to slow population growth rate -Warfare -Epidemics -Famine -Family planning practices -Late marriages -Emigration -Natural calamities -Social cultural factors	By the end of the lesson, the learner should be able to: -Define the terms - Crude Birth Rate - Crude Death Rate -Discuss the demographic trends -Explain factors leading to slow population Growth	-Asking and answering questions -Taking notes -Observing charts	-Text book -charts	-Certificate Geography form 4 student copy pg 198-204 -KLB secondary form four student book page 184-187	
	4-5	Population	Population structure -Consequences of population growth and structure -GDP -Resources -Social facilities -Food production -Dependency and employment	By the end of the lesson, the learner should be able to -Define population structure -Explain consequences of population	-Asking and answering questions -Taking notes -Analyzing census population data -Download from internet	-Statistical data -Text book -Journals -newspapers	-Certificate Geography form 4 student copy pg 187-192 -KLB secondary form four student book page 205-208	

9	1-2	Population	Problems of slow population Growth -Number of people -Labour force -Market Expensive supply of resources Little revenue Limited investment differences	By the end of the lesson, the learner should be able to -Explain problems of slow population growth	-And answering questions -Taking notes -Analyzing census	-Statistical data -Text book -Journals -newspapers	-Certificate Geography form 4 student copy pg 208-212 -KLB secondary form four student book page 192	
	3	Population	Population in Kenya and Sweden Population growth in Kenya Factors influencing Kenya Rapid population growth -Cultural beliefs -Health service -Increased food production -Improved standards of living -religion	By the end of the lesson, the learner should be able to -compare the population growth in Kenya and Sweden -explain factors influencing rapid population growth	-asking questions -taking notes -analyzing journals -reading newspapers -analyzing maps and atlases	-text book -Journals -newspaper	-Certificate Geography form 4 student copy pg 212 -KLB secondary form four student book page 193 -Comprehensive Geography form 4 student book page 226-228	
	4	Population	Population growth in Sweden Factors -Slow population growth -Factors influencing the distribution of population mountains -Climate -Drainage -Forests -Mining centers -urbanization	By the end of the lesson, the learner should be able to -explain factors that lead to slow population growth -explain factors influencing population distribution in Sweden	-statistical data on population analyzing -asking and answering questions -taking notes -analyzing journals analyzing maps and atlas	-download from internet on population -text book -journals -atlas -maps	-Certificate Geography form 4 student copy pg 213-215 -KLB secondary form four student book page 195-196 -Comprehensive Geography form 4 student book page 229-231	

	5	Population	Comparison between population in Kenya and Sweden -Similarities -differences	By the end of the lesson, the learner should be able to -compare population trends in Kenya and Sweden	-downloading population census data -asking and answering questions -taking notes	-statistical data -journals	-KLB secondary form four student book page 196-197 -Comprehensive Geography form 4 student book page 231	
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**MOCK EXAMINATIONS
(MODELLED KCSE TIME TABLE)**

GEOGRAPHY FORM 4 SCHEMES OF WORK - TERM 3

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/ LEARNING ACTIVITIES	TEACHING/ LEARNING RESOURCES	REFERENCES	RMKS
1	1-2	Settlement	Definition of settlement -Types of settlement -Rural -Urban Factors influencing location of settlement and patterns of settlement -Geographical -Economic defense -Government -Historical factors -Cultural practices	By the end of the lesson, the learner should be able to -Define the terms settlement -Explain factors influencing location of settlement	-Watching films, videos and slides -Drawing sketches -Interpreting photographs -Asking and answering questions	-Resource persons -The field films -Videos -Slides -sketches	-Certificate Geography form 4 student copy pg 220 -KLB secondary form four student book page 198-199 -Comprehensive Geography form 4 student book page 234-236	
	2	Settlement	Settlement patterns -Nucleated -Dispersed linear	By the end of the lesson, the learner should be able to -Describe different settlement patterns	-Interpreting photograph -Asking and answering questions	-Text book -Photograph	-Certificate Geography form 4 student copy pg 220-222 -KLB secondary form four student book page 203-204 -Comprehensive Geography form 4 student book page 236-238	
	3	Settlement	Distribution of major urban centers in East Africa -Transport -Capital towns -Cities -Sea ports -Lake ports -Mining towns -Industrial towns -Agriculture, -Administration -Tourism -Government Policy -population	By the end of the lesson, the learner should be able to explain the factors influencing growth of urban centres	-asking and answering questions -taking notes -maps & atlases -observations	-text books -maps & atlases	-Certificate Geography form 4 student copy pg 222-224 -KLB secondary form four student book page 206-207 -Comprehensive Geography form 4 student book page 238-242	

	4-5	Settlement	Factors influencing the growth of major urban centres in East Africa -Rural to urban migration -Natural growth of urban population -Infrastructure -Industrialization -Mining -Tourism -Agriculture -Administration	By the end of the lesson, the learner should be able to explain the factors influencing the growth of urban centres	-Asking and answering questions -Taking notes -Maps & atlases -observation	-maps -field atlas	-KLB secondary form four student book page 206-208	
2	1 & 2	Settlement	Growth and functions of selected towns in Kenya -Thika -Kisumu	By the end of the lesson, the learner should be able to -Discuss the functions of Thika & Kisumu	-Atlases – observation -Maps -Taking notes -Field –work -Asking and answering questions -Sketching maps -Reading newspapers -journals	-atlases -maps -field	-Certificate Geography form 4 student copy pg 225-226 -KLB secondary form four student book page 208-209 -Comprehensive Geography form 4 student book page 242-247	
	3	Settlement	Eldoret	By the end of the lesson, the learner should be able to -Discuss the functions -Factors which led to development	-Observing the maps -Sketching maps -Taking notes -Asking and answering questions -Oral exposition	-Maps -Students book -Text book	-Certificate Geography form 4 student copy pg 227 -KLB secondary form four student book page 210-211 -Comprehensive Geography form 4 student book page 246-247	
	4-5	Settlement	Nairobi City -Factors influencing growth -Problems affecting Nairobi city -functions	By the end of the lesson, the learner should be able to -Discuss the functions -Factors which led to development	-Observing the maps -Taking notes -Asking and answering questions -Oral expositions	-Maps -Student book -Text book	-Certificate Geography form 4 student copy pg 228-237 -KLB secondary form four student book page 211-215 -Comprehensive Geography form 4 student book page 248-252	
3	1	Settlement	New-York City -Origin -Factors that led to the growth	By the end of the lesson, the learner should be able to	-asking and answering questions -taking notes -sketching maps -reading journals	-text book -journals -maps -photographs	-Certificate Geography form 4 student copy pg 228-237 -KLB secondary form four student book page 211-215	

			-functions	-describe the new-york city -explain functions of new-york city	-observing photographs		-Comprehensive Geography form 4 student book page 248-252	
	2-3	Settlement	-New-York City -Problems facing New York city -Comparison between Nairobi and New-York city	By the end of the lesson, the learner should be able to -Explain problems facing New-York city -Compare Nairobi City and New-York city	-Asking and answering questions -Taking notes -Sketching maps -Reading journals -Observing photographs	-Text book -Maps -Photographs	-KLB secondary form four student book page 217-218	
	4	Settlement	Related studies between Mombasa & Rotterdam Mombasa port Factors influencing the growth of Mombasa Deep well sheltered harbor -Modern port equipment -Large hinder land tourist & cultural centre	By the end of the lesson, the learner should be able to -Describe the port of Mombasa -Explain factors influencing it's growth	-Asking and answering questions -Taking notes -Observing Photographs -Taking photographs -Oral expositions -Listening to resource persons -Sketching diagrams (maps")	-Resource persons -Field photographs -Text book -Diagrams (maps)	-Certificate Geography form 4 student copy pg 234-237 -KLB secondary form four student book page 218-221	
	5	Settlement	Rotterdam -Origin -Factors leading to development -Functions -Comparison between Mombasa and Rotterdam ports	By the end of the lesson, the learner should be able to -describe Rotterdam -explain factors leading to it's development -explain its functions -Compare Mombasa Port and Rotterdam	-Observing Photographs -Sketching diagrams -Taking notes -Asking and answering questions	-Photographs -Diagrams -textbook	-Certificate Geography form 4 student copy pg 228-237 -KLB secondary form four student book page 222-224 -Comprehensive Geography form 4 student book page 261-263	
4	1-2	Settlement	Effects of urbanizations -Congestion -Unemployment pressure on Social Amenities -Environment on degradation -Increased crime	By the end of the lesson, the learner should be able to -Explain the effects of urbanizations	-Taking photographs -Asking and answering questions -Taking notes	-Photographs -Text book	-Certificate Geography form 4 student copy pg 238-240 -KLB secondary form four student book page 225-226 -Comprehensive Geography form 4 student book page 264-266	

			<ul style="list-style-type: none"> -Breakdown of family units -Lack of housing -Urban sprawls 					
	3	Managem ent and conservati on of the environme nt	Definitions -Environment -Management conservation -Need for environmental conservation and management	By the end of the lesson, the learner should be able to -Define environment management conservation -Explain the need for environmental conservation & management	-Refer from text book -Taking photographs -Asking and answering questions -Taking notes -Visiting fields & farms	-Photographs -Text book -Field -Farms	-Certificate Geography form 4 student copy pg 234-237 -KLB secondary form four student book page 218-221 -Comprehensive Geography form 4 student book page 264-266	
	4	Managem ent and conservati on of the Environm ent	Environment Hazards -Tropical cyclones -Earth quakes -Drought -Pest and diseases -Windstorms -Volcanic eruption -Toxic gases -Fins -Oil spills	By the end of the lesson, the learner should be able to -Define hazard -Explain different environmental hazards	-Taking photographs -Observing photographs -Visiting flood -Prone areas -Discussions	-Photographs -Text book -field	-Certificate Geography form 4 student copy pg 243 -KLB secondary form four student book page 231-234 -Comprehensive Geography form 4 student book page 270	
	5		Impacts of selected hazards & measures of combating Flood	By the end of the lesson, the learner should be able to -Describe floods -Explain measures of combating floods	-Taking photographs -Observing photographs -Visiting flood -Prone areas -discussions	-Photograph -Text book	-Certificate Geography form 4 student copy pg 243-244 -KLB secondary form four student book page 237 -Comprehensive Geography form 4 student book page 270-273	
5	1		Lighting Windstorm Pests and diseases	By the end of the lesson, the learner should be able to -Describe hazards -Explain measures combating lighting	Discussions Asking and answering questions Taking notes Observing photographs	-Photograph -Text book	-Certificate Geography form 4 student copy pg 245-246 -KLB secondary form four student book page 237-241 -Comprehensive Geography form 4 student book page 273-278	
	2		Pollution		-Observing photographs	-Photographs -Text book	-Certificate Geography form 4 student copy pg 247-251	

	& 3		-Water -Soil -Noise Measures of combating polluting	By the end of the lesson, the learner should be able to -Describe the pollution -Water -Soil -Air -Noise Explain measure of combating pollution	-Asking and answering questions -Taking notes		-KLB secondary form four student book page 241-246 -Comprehensive Geography form 4 student book page 281- 286	
	4-5		Environment management and conservation in Kenya -Legislation -Education -Research -Rehabilitation of derelict land	By the end of the lesson, the learner should be able to -Explain environmental management and conservation	-Asking and answering questions -Taking notes	Text book	-Certificate Geography form 4 student copy pg 252-255 -KLB secondary form four student book page 246-250 -Comprehensive Geography form 4 student book page 286- 290	
WEEK 6-13 REVISION AND TAKING OF NATIONAL EXAMS								