**AGRICULTURE SCHEMES OF WORK**

**FORM ONE 2019**

**TERM I**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Top mark Agriculture
3. Certificate Agriculture Book
4. Gateway Agriculture revision
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC****SUB-TOPICS** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **4** | **1** | Introduction to Agriculture | Definition and branches of Agriculture | By the end of the lesson, the learner should be able to Define AgricultureState main branches of Agriculture | Definition of AgricultureGiving examples Use of questions and answersNote taking | ChartsTree diagramsStudents bookChalk boardhandouts | KLB secondary Agriculture form 1 pg 1-3Certificate Agriculture F1 pg 1-3 Longhorn secondary Agriculture form 1 pg 1-5Teachers guide pg 37Golden tips KCSE Agriculture pg 4-5Top mark Agric Pg 2-2 |  |
|  | **2-3** | Introduction to Agriculture | Crop farmingLivestock farmingAgricultural economics and engineering | By the end of the lesson, the learner should be able toState various types of crop and animal farmingDescribe various types of crop and animal farmingExplain agricultural economics and engineering | Giving descriptions of crops and animalsExplanationsNote taking | PhotographsChartsStudents bookChalk board | KLB secondary Agriculture form 1 pg 3-5Certificate F1 Agriculture pg 3 Longhorn secondary Agriculture form 1 pg 2-6Teachers guide pg 37Golden tips KCSE Agriculture pg 5-6Top mark Revision pg 2-4 |  |
| **5** | **1** | Introduction to Agriculture | Systems of farmingExtensiveIntensiveSmall scale Large scale | By the end of the lesson, the learner should be able toState and describe farming systemsState and explain the advantages and disadvantages of each system | Asking questionsAnswering questionsDescribing farming systemsStating advantages and disadvantages of eachNote taking | Student’s bookChartsDiagrams  | KLB secondary Agriculture form 1 pg 5Certificate F1 pg 5-7Longhorn secondary Agriculture form 1 pg 6-9Teachers guide pg 38Golden tips KCSE Agriculture pg 6-7Top mark Revision pg 3 |  |
|  | **2-3** | Introduction to Agriculture | Methods of famingMixedNomadicShiftingOrganicagro forestry | By the end of the lesson ,the learner should be able toidentify various methods of farming explain the various methods | explanations of the methodsidentification of methodsnote taking | photographslivestock productchartschalkboard | KLB secondary Agriculture form 1 pg 6-8Certificate F1 pg 7-10Longhorn secondary Agriculture form 1 pg 9-12Teachers guide pg 39Golden tips KCSE Agriculture pg 7-8Top mark Revision pg 4-5 |  |
| **6** | **1** | Introduction to Agriculture | Role of Agriculture in the economy | By the end of the lesson, the learner should be able toState and explain the roles of agriculture in economy | Explaining the roles of Agriculture in the economyAppreciating the importance of AgricultureNote taking | Raw MaterialsFlow chartsSpecimen on produceIndustrial goods | KLB secondary Agriculture form 1 pg 8-9Certificate F1 pg 3-4 Longhorn secondary Agriculture form 1 pg 9-12Teachers guide pg 39Golden tips KCSE Agriculture pg 7-8Top mark Revision pg 5 |  |
|  | **2-3** | Factors influencing agriculture | Human factors | By the end of the lesson, the learner should be able toState and explain human factors influencing agriculture | Explaining the human factors influencing agriculture | Charts with HIV dataPhotographs on means of transport | KLB secondary Agriculture form 1 pg 11-15Certificate F1 pg 11-12  Longhorn secondary Agriculture form 1 pg 16-21Teachers guide pg 43-44Golden tips KCSE Agriculture pg 7-8Top mark Revision pg 7 |  |
| **7** | **1** | Climatic factors | Factors influencing Agriculture | By the end of the lesson, the learner should be able toIdentify and explain the biotic factors influencing agriculture | Explaining the biotic factors Identify the factors | WeatherStation equipmentMaps in students booksMaps showing rainfall distribution | KLB secondary Agriculture form 1 pg 16-17Certificate F1 pg 20 Longhorn secondary Agriculture form 1 pg 21-24Teachers guide pg 43-45Golden tips KCSE Agriculture pg 7-8Top mark Revision pg 7 |  |
|  | **2-3** | Factors influencing Agriculture | Climatic factors | By the end of the lesson, the learner should be able toState climatic factorsDescribe how climatic factors influence Agriculture | Stating climatic factorsDescribing how climatic factors influence agriculture | WeatherStation equipmentMaps in students booksMaps showing rainfall distribution | KLB secondary Agriculture form 1 pg 18-21Certificate F1 pg 13-129 Longhorn secondary Agriculture form 1 pg 24-32Teachers guide pg 46 |  |
| **8** | **1** | Factors influencing Agriculture | Edaphic Factors | By the end of the lesson, the learner should be able toDefine soilDescribe soil formation processes | Defining soilDescribing soil formation processes | Soil samplesDiagrams in students book | KLB secondary Agriculture form 1 pg 22-29Certificate F1 pg 21-26 Longhorn secondary Agriculture form 1 pg 33-38Teachers guide pg 47Golden tips KCSE Agriculture pg 7-8Top mark Revision pg 9-10 |  |
|  | **2-3** | Factors influencing Agriculture | Soil profile | By the end of the lesson, the learner should be able to describe the soil profileExplain its influence on crop production | Describing soil profileExplaining its influence on crop production | Diagrams in students booksExcavated areas charts showing soil profile | KLB secondary Agriculture form 1 pg 22-29Certificate F1 pg 21-26 Longhorn secondary Agriculture form 1 pg 33-38Teachers guide pg 47Top mark Revision pg 9-10 |  |
| **9** | **1** | Factors influencing Agriculture | Soil constituentsMineral & organic matter | By the end of the lesson, the learner should be able toDetermine soil constituentsState the importance of each constituents | Determining soil constituentsStating the importance of soil constituents | SievesSoil samplesLensDiagrams and apparatus in students book | KLB secondary Agriculture form 1 pg 32-33Certificate F1 pg 29-34 Longhorn secondary Agriculture form 1 pg 40-49Teachers guide pg 49Gateway secondary Revision paper 1 pg 15-17Top mark Revision pg 12-13 |  |
|  | **2-3** | Factors influencing Agriculture | Soil constituentsOrganic matterAirWaterLiving organisms | By the end of the lesson, the leaner should be able toDetermine soil constituentsState the importance of each constituents | Determining soil constituentsStating the importance of soil constituents | SievesSoil samplesLensDiagrams and apparatus in students book | KLB secondary Agriculture form 1 pg 32-33Certificate F1 pg 29-34 Longhorn secondary Agriculture form 1 pg 40-49Teachers guide pg 49Gateway secondary Revision paper 1 pg 15-17Top mark Revision pg 12-13 |  |
| **10** | **1** | Factors influencing Agriculture | Physical properties of soil | By the end of the lesson, the learner should be able toClassify soil according to structure | Classify soil according to structure | Soil samplesDiagrams in the students bookSchool farm | KLB secondary Agriculture form 1 pg 43-45Certificate F1 pg 40-42 Longhorn secondary Agriculture form 1 pg 49-53Teachers guide pg 47Gateway secondary Revision paper 1 pg 17-19Top mark Revision pg 12 |  |
|  | **2-3** | Factors influencing Agriculture | Physical properties of soil | By the end of the lesson, the learner should be able toClassify soil according to texture and colour | Classifying soil according to texture and colour | Soil samplesDiagrams in the students bookSchool farm  | KLB secondary Agriculture form 1 pg 46-54Certificate F1 pg 35-39 Longhorn secondary Agriculture form 1 pg 53-59Teachers guide pg 47Gateway secondary Revision paper 1 pg 17-19Top mark Revision pg 13-14 |  |
| **11** | **1** | Factors influencing Agriculture | Influencing of physical and chemical properties of soil on crop production | By the end of the lesson, the learner should be able toExplain the chemical properties of soil | Explain the chemical properties of soil | PH MeterPH PapersDiagrams  | KLB secondary Agriculture form 1 pg 55-56Certificate F1 pg 43-45 Longhorn secondary Agriculture form 1 pg 59-60Teachers guide pg 47Gateway secondary Revision paper 1 pg 19-20Top mark Revision pg 13-14 |  |
|  | **2-3** | Factors influencing Agriculture | Influence of physical and chemical properties of soil on crop production | By the end of the lesson, the learner should be able toExplain the effects of PH on mineral availability Relate crop and animal distribution to chemical and physical properties of soil | Explain the effects of soil PH relating crop and animal distribution on soil properties | Charts on PHDistribution maps for crops and livestock in Kenya School | KLB secondary Agriculture form 1 pg 56-57Certificate F1 pg 45-47 Longhorn secondary Agriculture form 1 pg 53-60Teachers guide pg 47Gateway secondary Revision paper 1 pg 17-20Top mark Revision pg 13-14 |  |
| **12****13** |  | **TOPICAL REVISION** |  |
| **14** |  | **END OF TERM ONE EXAMINATIONS** |  |
| **15** |  | **MARKING AND CLOSING** |  |

**AGRICULTURE SCHEMES OF WORK**

**FORM ONE 2015**

**TERM II**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Top mark Agriculture
3. Certificate Agriculture Book
4. Gateway Agriculture revision
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1-2** | Farm tools and Equipment | Garden tools and equipment | By the end of the lesson, the learner should be able toIdentify various garden tools and equipmentsDraw various garden tools and equipmentsName the garden tools and equipments various parts | Identifying tools and demonstrating their useDraw the garden tools and equipmentsName various parts | Garden tools and equipmentsDiagrams in students booksphotographs | KLB secondary Agriculture form 1 pg 59-62Certificate F1 pg 49-54 Longhorn secondary Agriculture form 1 pg 63-67Teachers guide pg 52-54Gateway secondary Revision paper 2 pg 90-99 |  |
|  | **3** | Farm tools and Equipment | Garden tools and equipment | By the end of the lesson, the learner should be able toState the use of various toolsCarry out maintenance practices on tools and equipments | State the use of toolsPracticingMaintenance of tools and equipments | Photographs of toolsDiagrams in students bookSchool farm | KLB secondary Agriculture form 1 pg 59-62Certificate F1 pg 49-56 Longhorn secondary Agriculture form 1 pg 63-67Teachers guide pg 52-54Gateway secondary Revision paper 2 pg 90-99 |  |
| **2** | **1-3** | Farm tools and Equipments | Workshop tools and equipment | By the end of the lesson, the learner should be able toIdentify workshop tools and equipmentName various partsState the use of various toolsCarry out maintain ace practices on workshop tools and equipment | Identifying toolDemonstrating their useDrawing the toolsLabeling the partsPracticing maintenance of tools and equipment | Workshop toolsDiagrams in students text booksSchool storeSchool farm | KLB secondary Agriculture form 1 pg 75-93Certificate F1 pg 59-71 Longhorn secondary Agriculture form 1 pg 84-101Teachers guide pg 52-54Gateway secondary Revision paper 2 pg 107-117 |  |
| **3** | **1-3** | Farm tools and Equipment | Livestock production tools | By the end of the lesson the learner should be able toIdentify livestock production toolsDraw various livestock production toolsName various parts of the toolsState the use of the various toolsCarry out maintenance practices on livestock production tools | Drawing toolsLabelingDemonstrating their useIdentifying the toolsPracticing maintenance practices | LivestockDiagrams on students bookLivestock storeSchool farm | KLB secondary Agriculture form 1 pg 63-74Certificate F1 pg 54-59 Longhorn secondary Agriculture form 1 pg 74-84Teachers guide pg 52-54Gateway secondary Revision paper 2 pg 100-106 |  |
| **4** | **1-3** | Farm tools and Equipment | Plumbing and masonry tools and equipment | By the end of the lesson, the learner should be able toIdentify plumbing and masonry tools and equipmentName parts of various plumbing and masonry tools and equipmentDraw the various plumbing and masonry tools and equipmentState the use of various plumbing and masonry tools and equipmentCarry out maintenance practices on plumbing and masonry tools and equipment | Naming parts of toolsDrawing various toolsStating the use of the toolsCarrying out maintenance practices | School workshopDrawing in the students bookPlumbing and masonry tools | KLB secondary Agriculture form 1 pg 99-102Certificate F1 pg 72-75 Longhorn secondary Agriculture form 1 pg 97-101Teachers guide pg 52-54Gateway secondary Revision paper 2 pg 116-117 |  |
| **5** | **1** | Land Preparation (Crop production 1) | Definition and importance of land preparation Land clearing | By the end of the lesson, the learner should be able toDefine land preparationExplain importance of land preparationDescribing land clearing | Defining and preparationExplaining the importance of land preparationDescribing land clearing | School farmsPangaSlashersdigging | KLB secondary Agriculture form 1 pg 104-105Certificate F1 pg 77-78 Longhorn secondary Agriculture form 1 pg 103-105Teachers guide pg 56-57Top mark Agric pg 28 |  |
|  | **2-3** | Land Preparation | Primary cultivationSecondary Cultivation | By the end of the lesson, the learner should be able toDefine primary and secondary cultivationExplain how each is carried out and importanceDiscuss the choice of correct tool and equipment for each operation | Defining termsExplain how each is carried outDiscussion the correct choice of tools and equipment | School farmsJembesDiagrams in students bookspangas | KLB secondary Agriculture form 1 pg 106-110Certificate F1 pg 79-84 Longhorn secondary Agriculture form 1 pg 105-109Teachers guide pg 58-59Gateway secondary Revision paper 2 pg 116-117Top-mark secondary Agric Revision pg 28-29 |  |

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| **6** | **1** | Land Preparation | Tertiary Operation | By the end of the lesson, the learner should be able toIdentify tools used in tertiary operationsExplain how each of the operation is doneState the importance of the operation | DiscussionIdentifying the toolsExplaining how operation is done | Drawing in the students bookPhotographs of tools used | KLB secondary Agriculture form 1 pg 110-113Certificate F1 pg 85-87 Longhorn secondary Agriculture form 1 pg 109-111Teachers guide pg 59Gateway secondary Revision paper 2 pg 116-117Top-mark secondary Agric Revision pg 29 |  |
|  | **2-3** | Land Preparation | Minimum tillageMeaningImportancepractices | By the end of the lesson, the learner should be able toDefine minimum tillageExplain how it is doneState the importance List the practices involved in minimum tillage | Defining minimum tillageExplaining how it is doneStating the importance Listing practices involved | School farm | KLB secondary Agriculture form 1 pg 112-113Certificate F1 pg 85-86 Longhorn secondary Agriculture form 1 pg 112Teachers guide pg 57-59Top-mark secondary Agric Revision pg 29 |  |
| **7** | **1** | Water supply irrigation and drainage | Water supplySourceimportance | By the end of the lesson, the learner should be able toDescribe the various sources of water in the farmState the importance in the farm | Describing sources of waterStating the importance of water in the farm | Drawing in student bookPhotographs of dam, boreholes | KLB secondary Agriculture form 1 pg 120-126Certificate F1 pg 94-100 Longhorn secondary Agriculture form 1 pg 116-121Teachers guide pg 62-63Gateway Agriculture revision paper 1 page 127-288 |  |
|  | **2-3** | Water Supply Irrigation and drainage | Water collection storage of water Pumping of water Conveyance of water | By the end of the lesson, the learner should be able toDescribe collection, pumping and conveyance of water | Describing collecting, pumping and conveyance of water | PipesPumpsTanksWater treatment plantDiagrams in students book | KLB secondary Agriculture form 1 pg 120-126Certificate F1 pg 94-100 Longhorn secondary Agriculture form 1 pg 116-121Teachers guide pg 62-63Gateway Agriculture revision paper 1 page 127-288 |  |
| **8** | **1** | Water Supply irrigation and drainage | Water treatment methods and importance | By the end of the lesson, the learner should be able toState methods of water treatmentDescribe the methodState the importance of water treatment | Stating the methods of water treatmentDescribing the methodsStating importance of water | ChartsWater treatment plantsDiagrams in the student book | KLB secondary Agriculture form 1 pg 126-129Certificate F1 pg 98-100 Longhorn secondary Agriculture form 1 pg 121-125Teachers guide pg 62-63Gateway Agriculture revision paper 1 page 129-130 |  |
|  | **2-3** |  | IrrigationDefinitionImportancemethods | By the end of the lesson, the learner should be able todefine irrigationstate the importance of irrigation |  | chartsschool farmstudents bookphotographs | KLB secondary Agriculture form 1 pg 129-130Certificate F1 pg 101-103 Longhorn secondary Agriculture form 1 pg 125-129Teachers guide pg 62-63Gateway Agriculture revision paper 1 page 130Top mark secondary Agriculture pg 16 |  |
| **9** | **1** | Water supply, irrigation and drainage | Methods of irrigation surface/basin irrigationOverhead irrigation | By the end of the lesson, the learner should be able toDescribe surface and overhead irrigation | Describing surface and overhead irrigation | School farmDrawings in students bookPhotographs, sprinklers and spades | KLB secondary Agriculture form 1 pg 130-131,134Certificate F1 pg 104-106 Longhorn secondary Agriculture form 1 pg 128-130Teachers guide pg 62-63 |  |
|  | **2-3** | Water supply, irrigation and drainage | Methods of irrigationDrip irrigationSub-surface | By the end of the lesson, the learner should be able toDescribe drip and sub-surface irrigation | Describe both drip and sub-surface irrigation | School farmDrawings in the students bookPhotographsBottlespipes | KLB secondary Agriculture form 1 pg 132-134Certificate F1 pg 107-108 Longhorn secondary Agriculture form 1 pg 131-133Teachers guide pg 62-63Gateway Agriculture revision paper 1 page 132,134Top mark secondary Agriculture pg 16 |  |
| **10** | **1** | Water supply and irrigation and drainage | DrainageDefinitionImportanceCauses of poor drainage | By the end of the lesson , the learner should be able toDefine drainageExplain the importance of drainageDescribe causes of poor drainage | Defining drainageExplaining the importance of drainageDescribe the causes of poor drainage | ChartsPhotographsDiagrams in the student book | KLB secondary Agriculture form 1 pg 136-139Certificate F1 pg 108-109 Longhorn secondary Agriculture form 1 pg 133-134Teachers guide pg 63-65Gateway Agriculture revision paper 1 page 134-134 |  |
|  | **2-3** | Water supply irrigation and drainage | Methods of drainageWater pollution | By the end of the lesson, the learner should be able toDescribe methods of drainageDefine water pollutionExplain how farming practices causes pollution | Describe methods of drainageDefining water pollutionExplain how farming practices cause pollution | School farmDrawing in students bookPhotographsPolluted waterSchool farm | KLB secondary Agriculture form 1 pg 137-141Certificate F1 pg 108-110 Longhorn secondary Agriculture form 1 pg 135-138Teachers guide pg 63-65Gateway Agriculture revision paper 1 page 136 |  |
| **11** | **1** | Soil Fertility (organic)(Manures) | Soil fertility | By the end of the lesson, the learner should be able toDefine soil fertilityExplain the factor influencing soil fertility | Define soil fertilityExplain factors influencing soil fertility | Soil samplesChartsSchool farm | KLB secondary Agriculture form 1 pg 140-144Certificate F1 pg 112-113 Longhorn secondary Agriculture form 1 pg 140Teachers guide pg 63-65Gateway Agriculture revision paper 1 page 136 |  |
|  | **2-3** | Soil Fertility | Soil Fertility | By the end of the lesson, the learner should be able toExplain how soil fertility loses its fertilityDescribe how soil fertility can be maintained | Explaining how soil loses its fertilityDescribing how soil fertility is maintained | Leached soilsSamples of fertile soilEroded soil  | KLB secondary Agriculture form 1 pg 143-146Certificate F1 pg 112-113 Longhorn secondary Agriculture form 1 pg 141-142Teachers guide pg 68-69Gateway Agriculture revision paper 1 page 61-62 |  |
| **12** | **1** | Organic manure | Definitionimportance | By the end of the lesson, the learner should be able toDefine organic manuresExplain the importance of organic manure | DefinitionExplanation of importance of organic manure | ChalkboardSchool farmcharts | KLB secondary Agriculture form 1 pg 146-147Certificate F1 pg 113 Longhorn secondary Agriculture form 1 pg 143-144Teachers guide pg 69-71Gateway Agriculture revision paper 1 page 62-63 |  |
|  | **2-3** | Organic Manure | Types of organic manure | By the end of the lesson, the learner should be able toState the 3 types of organic manureDescribe preparation of green manureDescribe preparation of farmyard manureDescribe preparation of compost manure | Stating types of organic manureDescribing the preparation of green, farmyard and compost manure | Sample of green manureSample of compost manureSample of farm yard | KLB secondary Agriculture form 1 pg 148-154Certificate F1 pg 114-117 Longhorn secondary Agriculture form 1 pg 145-150Teachers guide pg 69-71Gateway Agriculture revision paper 1 page 63-64Top mark revision Agriculture for m 1 page 31-33 |  |
| **13** |  | **END OF TERM TWO EXAMINATIONS** |  |
| **14** |  | **MARKING AND CLOSING** |  |

**AGRICULTURE SCHEMES OF WORK**

**FORM ONE 2015**

**TERM III**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Top mark Agriculture
3. Certificate Agriculture Book
4. Gateway Agriculture revision
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Livestock Breeds | Importance of livestock | By the end of the lesson, the learner should be able toExplain the importance of livestock to man | Explaining the importance of livestock to manAsking and answering questions | Photographs of livestockLivestock products e,g skin, milk | KLB secondary Agriculture form 1 pg 155Certificate Secondary Agriculture F1 pg 118 Longhorn secondary Agriculture form 1 pg 152-153Teachers guide pg 73-74Gateway Agriculture revision paper 1 page 62-63Top mark Agriculture page 173 |  |
|  | **2-3** | Livestock Breeds | Cattle breedsExoticindigenous | By the end of the lesson, the learner should be able tostate examples of exotic and indigenous breedsdescribe the characteristics of exotic and indigenous cattle | stating examplesdescribing the characteristics of exotic and local cattle breeds | chartsphotographsschool farmdrawings from student books | KLB secondary Agriculture form 1 pg 155Certificate Secondary Agriculture F1 pg 118 Longhorn secondary Agriculture form 1 pg 152-153Teachers guide pg 73-74Gateway Agriculture revision paper 1 page 62-63Top mark Agriculture page 173 |  |
| **2** | **1-3** | Livestock breeds | DairyCattlebreeds | By the end of the lesson, the learner should be able toIdentify various breedsDescribe their characteristicsDraw and label the external parts of cattle | Describing the characteristics of cattle breedsDrawing the external parts of the cattleLabeling the external parts of the cattleIdentifying various breeds | ChartsPhotographsDrawing from the students bookSchool farm | KLB secondary Agriculture form 1 pg 159-162Certificate Secondary Agriculture F1 pg 119-122 Longhorn secondary Agriculture form 1 pg 158-162Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 1-4Top mark Agriculture page 173 |  |
| **3** | **1-2** | Livestock Breeds | Beef breeds | By the end of the lesson, the learner should be able toIdentify various breedsDescribe their characteristicsDraw the external parts of cattleLabel the external parts of the cattle | Identifying various breedsDescribing the characteristics of cattle breedsDrawing external parts of cattleLabeling the external parts of cattle | ChartsPhotographsSchool farmDrawings from the student’s book. | KLB secondary Agriculture form 1 pg 162-165Certificate Secondary Agriculture F1 pg 124-126 Longhorn secondary Agriculture form 1 pg 155-158Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 3-4 |  |
|  | **3** | Livestock Breeds | Dual Purpose Breeds | By the end of the lesson, the learner should be able toIdentify various breedsDescribe their characteristicsDraw and label the external parts of the cattle | Identifying various breeds Describing their characteristicsDrawing and labeling their external parts | Charts PhotographsWall hangings showing dual breedsSchool farmDrawing from the students book | KLB secondary Agriculture form 1 pg 164-165Certificate Secondary Agriculture F1 pg 127-129 Longhorn secondary Agriculture form 1 pg 164-168Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 1-4Top mark Agriculture page 75 |  |
| **4** | **1-3** | Livestock Breeds | Sheep breedsWool sheepMutton sheepDual sheep | By the end of the lesson, the learner should be able toIdentify various breedsDescribe their characteristicsDraw the external parts of sheepLabeling the external pars | Identifying the various breedsDescribing their characteristicsDrawing the external parts of the sheepLabeling the external parts | ChartsPhotographSchool farmDrawings from the students book | KLB secondary Agriculture form 1 pg 174-179Certificate Secondary Agriculture F1 pg 129-134 Longhorn secondary Agriculture form 1 pg 164-168Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 8Top mark Agriculture page 75-76 |  |
| **5** | **1-3** | Livestock breeds | Goats BreedsMilkMeatHair  | By the end of the lesson, the learner should be able toidentify various breedsdescribe their characteristicsdraw the external parts of the goatlabel the external parts of the goat | identifying various breedsdescribing the characteristics of goat breedsdrawing the external parts of the goat | chartsphotographsdrawing from the student booksschool farm | KLB secondary Agriculture form 1 pg 179-182Certificate Secondary Agriculture F1 pg 135-137 Longhorn secondary Agriculture form 1 pg 169-173Teachers guide pg 73-77Top mark Agriculture page 76 |  |
| **6** | **1-3** | Livestock Breeds | PigsBreedsBaconpork | By the end of the lesson, the learner should be able toIdentify various breeds of pigsDescribe their characteristicsDraw the external parts of pigsLabeling the external parts of the goat | Identifying various breedsDrawing the various external parts of a pigLabeling the external partsDescribing the characteristics | Drawings from the students bookPhotographsChartsSchool farm | KLB secondary Agriculture form 1 pg 165-171Certificate Secondary Agriculture F1 pg 139-140 Longhorn secondary Agriculture form 1 pg 174-178Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 5-6Top mark Agriculture page 77 |  |
| **7** | **1-3** | Livestock Breeds | ChickenLight breedsHeavy breedsDual purposeshybrids | By the end of the lesson, the learner should be able toidentify various breedsdescribe their characteristicsdraw the various external partsdraw the various external partslabel the various external parts | identify various breedsdescribing the characteristic of various breedsdrawing the external parts of chickenlabeling the various parts of the chicken | school farmphotographschartsdrawings from the students books | KLB secondary Agriculture form 1 pg 171-174Certificate Secondary Agriculture F1 pg 143-145 Longhorn secondary Agriculture form 1 pg 178-182Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 6-7Top mark Agriculture page 77 |  |
| **8** | **1** | Livestock breeds | Rabbit breedCharacteristicsdrawings | By the end of the lesson, the learner should be able toIdentify various breedsDescribe their characteristicsDraw and label the external parts | Identifying various breedsDescribing their characteristics Drawing the external parts of rabbitLabeling the various parts | PhotographsChartsDrawings in the students bookSchool farm | KLB secondary Agriculture form 1 pg 182-184Certificate Secondary Agriculture F1 pg 141-142 Longhorn secondary Agriculture form 1 pg 164-168Teachers guide pg 73-77Top mark Agriculture page 78 |  |
|  | **2-3** | Livestock breeds | Camels, donkeys breedsCharacteristicsdrawings | By the end of the lesson, the learner should be able toIdentify various breedsDescribe characteristicsDraw and label external parts of camels | Identifying various breedsDescribing their characteristicsDrawing external partsLabeling the various parts | Drawings in the students bookSchool farmChartsphotographs | KLB secondary Agriculture form 1 pg 185-186Certificate Secondary Agriculture F1 pg 146-147 Longhorn secondary Agriculture form 1 pg 186Teachers guide pg 73-77Gateway Agriculture revision paper 1 page 10-11Top mark Agriculture page 78 |  |
| **9** | **1** | Livestock breeds | Terms used to describe livestockAgeSexUse  | By the end of the lesson, the learner should be able toExplain the terms used to describe livestock | Explaining the various terms used to describe livestock | School farmCharts PhotographsDrawing from the student book | KLB secondary Agriculture form 1 pg 164-165Longhorn secondary Agriculture form 1 pg 164-168Teachers guide pg 73-77 |  |

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|  | **2-3** | Agriculture Economics | EconomicsDefinitionAgricultural economics | By the end of the lesson, the leaner should be able toDefine economicsDefine agricultural economicsExplain the factors of production | Defining economicsExplaining the factors of production | Flow chartStudents book | KLB secondary Agriculture form 1 pg 189Certificate Secondary Agriculture F1 pg 149 Longhorn secondary Agriculture form 1 pg 190-191Teachers guide pg 78-80 |  |
| **10** | **1** | Agricultural Economics | Basic concepts of economics principlesScarcityOpportunity costPreference & choice | By the end of the lesson, the learner should be able toState basics concepts of economicsExplain the basic concepts of economics | State basic conceptsExplaining the basic concepts of economics | Students booksChalk board | KLB secondary Agriculture form 1 pg 189-190Certificate Secondary Agriculture F1 pg 149-150 Longhorn secondary Agriculture form 1 pg 191-192Teachers guide pg 78-80 |  |
|  | **2-3** | Agricultural Economics | Farm records defineTypes of recordsimportance | By the end of the lesson, the leaner should be able toDefine farm recordsExplain the uses of farm recordsDescribe breeding and feeding records | Defining farm recordsExplaining uses of farm recordsDescribing breeding and feeding records | Sample recordsSchool farmSample records in students book | KLB secondary Agriculture form 1 pg 190-191,194-196Certificate Secondary Agriculture F1 pg 150-156-158 Longhorn secondary Agriculture form 1 pg 193-196Teachers guide pg 80-81 |  |
| **11** | **1** | Agricultural Economics | Farm recordsProduction recordsHealth recordsField records | By the end of the lesson, the learner should be able toState the farm recordsDescribing production health, field records | Stating farm recordsDescribing production, health and field records | Diagrams on students bookChartschalkboard | KLB secondary Agriculture form 1 pg 193,197Certificate Secondary Agriculture F1 pg 152-154 Longhorn secondary Agriculture form 1 pg 198-200Teachers guide pg 80-81Gateway Agriculture revision paper 1 page 1-4Top mark Agriculture page 75 |  |
| **12 END TERM THREE EXAMS** |

**SHIMO LA TEWA SCHOOL**

**AGRICULTURE SCHEMES OF WORK**

**FORM TWO 2020**

**TERM I**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1**OPENING OF SCHOOL AND CAT EXAMS |
|  | **2-3** | Soil Fertility (II) | Essential elements | By the end of the lesson, the learner should be able toState the role of each macro-elementDescribe the deficiency symptoms of the macro-nutrients | Stating the role of macro-elementsDescribing the deficiency symptoms of the macro-nutrients | PhotographsTables in student booksPlant samples | KLB secondary Agriculture form 2 pg 1-5Certificate Secondary Agriculture F2 pg 2-5 Longhorn secondary Agriculture form 1 pg 2-12Teachers guide pg 33-36Gateway Agriculture revision paper 1 page 1-4Top mark Agriculture page 37-38 |  |
| **2** | **1** | Soil Fertility (II)  | Essential elements | By the end of the lesson, the leaner should be able toState the role of each micro-elementDescribe the deficiency symptoms of the macro-nutrients | Stating the role of micro nutrientsDescribing their deficiency symptoms | PhotographsTables in the students bookPlant samples | KLB secondary Agriculture form 1 pg 6-7Certificate Secondary Agriculture F1 pg 1-2 Longhorn secondary Agriculture form 1 pg 10-11Teachers guide pg 33-36Gateway Agriculture revision paper 1 page 66-68Top mark Agriculture page 75 |  |
|  | **2-3** | Soil Fertility (II) | Inorganic fertilizers | By the end of the lesson, the learner should be able toClassify fertilizersIdentify fertilizersDescribe the properties of various fertilizers | Classifying fertilizersIdentifying fertilizersDescribing the properties of various fertilizers | Photographs of fertilizersStudents bookFertilizers samples | KLB secondary Agriculture form 1 pg 7-12Certificate Secondary Agriculture F1 pg 5-8 Longhorn secondary Agriculture form 1 pg 11-18Teachers guide pg 36-38Gateway Agriculture revision paper 1 page 66-70 |  |
| **3** | **1** | Soil Fertility (II) | Inorganic fertilizers | By the end of the lesson, the learner should be able toState methods of fertilizer applicationExplaining various methods of fertilizer application | Stating various methodsExplaining various methods of fertilizer applicationDescribing the various methods of fertilizer application | School farmBucketsFertilizer samplesPangaSoil Spade  | KLB secondary Agriculture form 2 pg 12-13Certificate Secondary Agriculture F2 pg 9 Longhorn secondary Agriculture form 1 pg 18-21Teachers guide pg 36-38Gateway Agriculture revision paper 1 page 70 |  |
|  | **2-3** | Soil Fertility (II) | Inorganic fertilizers | By the end of the lesson, the learner should be able toCalculate the fertilizer gradeCalculate fertilizer ratioDetermine fertilizer amount per lecture | Calculating fertilizer rates | School farmStudents book | KLB secondary Agriculture form 1 pg 6-7Certificate Secondary Agriculture F1 pg 1-2 Longhorn secondary Agriculture form 1 pg 10-11Teachers guide pg 33-36Gateway Agriculture revision paper 1 page 66-68Top mark Agriculture page 75 |  |
| **4** | **1** | Soil Fertility(II) | Soil Sampling | By the end of the lesson, the learner should be able toDefine soil samplingExplain the sampling methodsDescribe sampling procedures | Defining soil samplingExplain the sampling methodsDescribing sampling procedures | ChartsSoil samplesStudents bookPolythene bags | KLB secondary Agriculture form 2 pg 20-21Certificate Secondary Agriculture F1 pg 11 Longhorn secondary Agriculture form 2 pg 23-24Teachers guide pg 39-41Top mark Agriculture page 41-42 |  |
|  | **2-3** | Soil Fertility(II) | Soil testing | By the end of the lesson, the learner should be able toDefine soil testingExplain the importance of soil testingDescribe soil testing procedureExplain how soil PH affects crop production | Defining soil testingExplaining the importance of soil testingDescribing soil testing procedureExplaining how | Test tubesDiagrams in students bookDistilled waterSoil testing reagentsPH scale | KLB secondary Agriculture form 1 pg 22-26Certificate Secondary Agriculture F1 pg 12-13 Longhorn secondary Agriculture form 1 pg 24-28Teachers guide pg 39-41Gateway Agriculture revision paper 1 page 71Top mark Agriculture page 42 |  |
| **5** | **1** | Crop Production (II)  | Planting materials | By the end of the lesson, the leaner should be able toDescribe types of planting materialsState advantages and disadvantages of planting materials | Describing types of planting materialsStating the advantages and disadvantages | Seed samplesVegetative partsStudents bookSchool farm | KLB secondary Agriculture form 1 pg 27-28Certificate Secondary Agriculture F1 pg 15-17 Longhorn secondary Agriculture form 1 pg 33-35Teachers guide pg 45-46Gateway Agriculture revision paper 1 page 28 |  |
|  | **2-3** | Crop production (II) | Planting materials | By the end of the lesson, the leaner should be able toState various parts used for vegetative propagationDescribe various parts used for vegetative propagation | Stating various partsDescribing various parts used for vegetative propagation | School farmVarious vegetative partsDiagrams in the students book | KLB secondary Agriculture form 2 pg 29-34Certificate Secondary Agriculture F1 pg 15-17 Longhorn secondary Agriculture form 2 pg 35-40Teachers guide pg 45-47Gateway Agriculture revision paper 1 page 29-30 |  |
| **6** | **1** | Crop Production (II) | Selection of planting materials | By the end of the lesson, the learner should be able toSelect planting materials | Selecting planting materials | Tape measureStudent’s booksSchool farmPlanting lineSeed dressersPlanting materials | KLB secondary Agriculture form 2 pg 34-35Certificate Secondary Agriculture F1 pg 18-19 Longhorn secondary Agriculture form 2 pg 35-40Teachers guide pg 47-48Gateway Agriculture revision paper 1 page 30 |  |
|  | **C.AT S EXAMS**  |  |
| **7** | **MID-TERM BREAK** |  |
|  |  |
| **8** | **1** | Crop Production (III) Nursery practices | Nursery practicesNursery bedSeed bedSeedling bed | By the end of the lesson, the learner should be able toDefine nursery practicesDescribe nursery bed, seed bed and seedling bedDistinguish between nursery, seedling and seed bed | Garden toolsSchool farmNursery bedsStudents bookDiagrams on the students bookCharts | garden toolsschool farmnursery bedsstudents bookdiagrams on the students bookcharts | KLB secondary Agriculture form 2 pg 46Certificate Secondary Agriculture F1 pg 28 Longhorn secondary Agriculture form 2 pg 56-57Teachers guide pg 54-56Gateway Agriculture revision paper 1 page 34 |  |
|  | **2-3** | Crop Production (III) Nursery Practices | Nursery bedImportanceSite selectionVegetable nurseries | By the end of the lesson, the learner should be able toState the importance of nursery in crop propagationSelect a suitable site for the nurseryPrepare a nursery bed for vegetables | Stating importance of nurserySelecting suitable sites for nurseryPreparing nursery bed for vegetables | Nursery bedsSchool farmDiagrams from students booksGarden toolsStudents books | KLB secondary Agriculture form 2 pg 46-49Certificate Secondary Agriculture F1 pg 28-29 Longhorn secondary Agriculture form 2 pg 57-58Teachers guide pg 54-56Gateway Agriculture revision paper 1 page 34-35Top mark Agriculture page 34 |  |
| **9** | **1** | Crop Production (III) Nursery Practices | Nursery establishment | By the end of the lesson, the leaner should be able to*© Education Plus Agencies*Establish a vegetable nurseryEstablish a tree nursery | Establishing a vegetable and a tree nursery | ChartsDiagrams from students bookSchool farmSchool nurseriesBoxesGrass  | KLB secondary Agriculture form 2 pg 48-49Certificate Secondary Agriculture F1 pg 29-32 Longhorn secondary Agriculture form 2 pg 58-60Teachers guide pg 54-56Top mark Agriculture page 34 |  |
|  | **2-3** | Crop production (III) | Nursery Establishment | By the end of the lesson, the learner should be able toEstablish tea nursery using cuttingsManage a nursery bed | Establishing tea nursery using cuttingsManaging nursery bed | Tea cuttings photographsSchool farmDiagrams from students book | KLB secondary Agriculture form 2 pg 49-51Certificate Secondary Agriculture F1 pg 30-32 Longhorn secondary Agriculture form 2 pg 60-62Teachers guide pg 54-58Gateway Agriculture revision paper 1 page 35 |  |
| **10** | **1** | Crop production (III) | Grafting | By the end of the lesson, the learner should be able toDefine graftingDescribe the methods of graftingGive reasons for grafting | Defining graftingDescribing methods of graftingGiving reasons for grafting | KnivesGrafting materialsStudents bookRaising boxes | KLB secondary Agriculture form 2 pg 53-55Certificate Secondary Agriculture F1 pg 35-36 Longhorn secondary Agriculture form 2 pg 64-65Teachers guide pg 58-59Gateway Agriculture revision paper 1 page 36Top mark Agriculture page 35-36 |  |
|  | **2-3** |  | Budding | By the end of the lesson, the learner should be able toDefine buddingDescribe methods of buddingState the importance of budding | Defining buddingDescribing methods of buddingGiving reasons for budding | School farmWaterBudding materials Students bookknives | KLB secondary Agriculture form 2 pg 55-58Certificate Secondary Agriculture F1 pg 34-35Longhorn secondary Agriculture form 2 pg 66-70Teachers guide pg 57-59Gateway Agriculture revision paper 1 page 36Top mark Agriculture page 35 |  |
| **11** | **1** | Crop Production (III) | layering | By the end of the lesson, the learner should be able toDefine layeringDescribe methods of layeringState the importance of layering | Defining layeringDescribing methods of layeringGiving importance of layering | PegStringsSchool farmRoot mediumStudent books | KLB secondary Agriculture form 2 pg 58-60Certificate Secondary Agriculture F1 pg 41-44 Longhorn secondary Agriculture form 2 pg 71-72Teachers guide pg 59Gateway Agriculture revision paper 1 page 36-37Top mark Agriculture page 35 |  |
|  | **2-3** | Crop production (III) | Tissue cultureTransplanting seedlings | By the end of the lesson, the learner should be able toDefine tissue cultureExplain importance of tissue culture in crop propagationDescribe the procedure of transplanting seedlings | Defining tissue cultureExplaining importance of tissue cultureDescribing procedure of transplanting seedlings | School farmGarden trowelSchool nurserySeedlingsDiagramsStudents books | KLB secondary Agriculture form 2 pg 61-66Certificate Secondary Agriculture F1 pg 41-44 Longhorn secondary Agriculture form 2 pg 72-77Teachers guide pg 60-61Gateway Agriculture revision paper 1 page 36-37Top mark Agriculture page 35 |  |
| **12****13** |  | **TOPICAL REVISION** |  |
| **14** |  | **END OF TERM ONE EXAMINATIONS** |  |
| **15** |  | **CLOSING** |  |

**SHIMO LA TEWA SCHOOL**

**AGRICULTURE SCHEMES OF WORK**

**FORM TWO 2020**

**TERM II**

**REFERENCES**

1. KLB Top Mark Agriculture
2. KLB Secondary Agriculture
3. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **OPENING SCHOOL AND C.A.T EXAMS** |  |
|  |  |
| **2** | **1** | Field Practices | Mulching | By the end of the lesson, the learner should be able toDefine mulchingState the importance of mulching | Defining mulchingStating the importance of mulching | Samples of mulchSchool farmPhotograph in students book | KLB secondary Agriculture form 2 pg 71-72Teachers guide pg 59 |  |
|  | **2-3** | Field Practices | RoutineField practicesThinningGapping Training | By the end of the lesson, the learner should be able toState the various routine practicesDescribe importance of field practicesCarry out field practices | Stating various routine practicesDescribing importance of field practicesCarrying out field practices | School farmPruning sawPruning knivesJembesDiagrams in students bookwire | KLB secondary Agriculture form 2 pg 72-74Teachers guide pg 67-68 |  |
| **3** | **1** | Field Practices | Pruning | By the end of the lesson, the learner should be able toDefine pruningGive reasons for pruningDescribe procedure of pruning | Defining pruningGiving reasons for pruningDescribing the procedure of pruning | Running toolsSchool farmDiagrams in the students booksecateurs | KLB secondary Agriculture form 2 pg 73-75Teachers guide pg 67-68 |  |
|  | **2-3** | Field practices | Tea Pruning | By the end of the lesson, the learner should be able toDescribe methods of pruning in teaDescribe plucking table formation | Describe methods of pruning in teaDescribing the plucking table formationNote takingDemonstration of plucking table formation | PegsRingsSchool farmChartsDiagrams in the students bookPhotographsfarms | KLB secondary Agriculture form 2 pg 76-80Teachers guide pg 67-68 |  |
| **4** | **1** | Field practices | Coffee pruning | By the end of the lesson, the learner should be able toGive reasons for pruning coffeeDescribing the methods of pruning coffee | Giving reasons for pruning coffeeDescribing the methods of pruning coffee | FarmsPhotographsDiagrams in the students book | KLB secondary Agriculture form 2 pg 81-84Certificate Secondary Agriculture F2 pg 57-59Teachers guide pg 67-68 |  |
|  | **2-3** | Field practices | Pruning in bananas Pruning pyrethrumEarthling upWeed controlPest and disease control | By the end of the lesson, the learner should be able toDescribe how to carry out the routine field practicesState the importance of each practices | Stating the importance of various practicesDescribing how to carry out the routine field practices |  | KLB secondary Agriculture form 2 pg 85-87Teachers guide pg 67-68 |  |
| **5** | **1** | Field Practices | Harvesting | By the end of the lesson, the end of the learner should be able toState the stage of harvesting Explain timing of harvestingDescribe the methods of harvesting | Stating the stage of harvestingExplaining timing of harvestingDescribing harvesting methods | CropsPhotographs in students bookDiagrams in the students bookSchool farm | KLB secondary Agriculture form 2 pg 73-75Teachers guide pg 68 |  |
|  | **2-3** | Field Practices | Post harvesting practices | By the end of the lesson, the leaner should be able toexplain post harvesting practicesstate importance of storagedescribe storage methods | explaining post harvesting practicesstating importance of storagedescribing harvesting methods | cropsphotographs in students bookdiagrams in the students bookschool farm | KLB secondary Agriculture form 2 pg 90-94Teachers guide pg 67-68 |  |
| **6** | **1** | Crop production (V) vegetables | Cabbages/kales | By the end of the lesson, the learner should be able toState importance of vegetablesDescribe the production of the vegetable crop from nursery to harvestingKeep crop production recordsMarket the vegetable produce | Stating importance of vegetablesDescribing vegetable productionKeeping crop production recordmarketing the vegetable produce | pesticidesherbicidesfertilizersphotographsstudents bookschool farmcrops | KLB secondary Agriculture form 2 pg 96-99Teachers guide pg 72-75 |  |
|  |  |  |
| **7** | **1** | Livestock Health (I) Disease | Health disease | By the end of the lesson, the leaner should be able toDefine health and diseaseState the importance of livestock healthState the predisposing factors of diseases | Defining health and diseaseStating the importance of livestock healthStating the predisposing factors of diseases | Livestock speciesFarmStudents book | KLB secondary Agriculture form 2 pg 115-119Certificate Secondary Agriculture F2 pg 82-85 Longhorn secondary Agriculture form 2 pg 121-122Teachers guide pg 77Gateway Agriculture revision paper 1 page 52Top mark Agriculture page 80 |  |
|  | **2-3** | Livestock health (i) disease | Signs of ill/good health in livestock | By the end of the lesson, the leaner should be able toDescribe signs of sickness in livestockDescribe signs of good health in livestock  | Describing signs of sickness in livestockDescribing signs of good health in livestock | Livestock speciesFarm animalsDiagrams in the students bookFarm  | KLB secondary Agriculture form 2 pg 116-119Certificate Secondary Agriculture F2 pg 82-85 Longhorn secondary Agriculture form 2 pg 123-124Teachers guide pg 77Top mark Agriculture page 80 |  |
| **8** | **1** | Livestock Health (Disease) | Classification of livestock diseasesCauses of livestock diseases | By the end of the lesson, the leaner should be able toExplain the causes of livestock diseasesClassify livestock diseases | Explaining causes of livestock diseasesClassifying livestock diseases | Student bookChartFarm animalsTables in the students book | KLB secondary Agriculture form 2 pg 120-125Certificate Secondary Agriculture F2 pg 86-88 Longhorn secondary Agriculture form 2 pg 123-124Teachers guide pg 77Gateway Agriculture revision paper 1 page 52-53 |  |
|  | **2-3** | Livestock Health (disease) | General methods of disease control | By the end of the lesson, the learner should be able toDescribe the various methods of disease controlCarry out disease control measures | Describing methods of disease controlCarrying out disease control | Livestock tollsFarm animalsStudents bookDiagrams in the students book | KLB secondary Agriculture form 2 pg 125-128Certificate Secondary Agriculture F2 pg 89-91 Longhorn secondary Agriculture form 2 pg 126-127Teachers guide pg 78-79Top mark Agriculture page 80 |  |
| **9** |  **MID TERM BREAK** |  |
|  |  |  |
| **11** | **1-3** | Livestock Health (Disease) | Appropriate methods of handling livestock | By the end of the lesson, the learner should be able toState various methods of handling livestockDemonstrate a caring attitude towards livestock | Stating various methods of handling livestockDemonstrating a caring attitude towards livestock0 | Diagrams in the students booksFarm animals photographsChartsStudents books | LB secondary Agriculture form 2 pg 129-132Certificate Secondary Agriculture F2 pg 95-96 Longhorn secondary Agriculture form 2 pg 128-133Teachers guide pg 79-80Gateway Agriculture revision paper 1 page 54 |  |
| **12** |  | **TOPICAL REVISION** |  |
| **13** |  | **END OF TERM TWO EXAMINATIONS** |  |
| **14** |  | **CLOSING** |  |

**SHIMO LA TEWA SCHOOL**

**SCIENCE DEPARTMENT**

**AGRICULTURE SCHEMES OF WORK**

**FORM TWO 2020**

**TERM III**

 **SHIMO LA TEWA SCHOOL**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **SCHOOL OPENING AND C.A.T EXAMS** |  |
|  |  |
| **2** | **1** | Livestock Health (Parasites) | External parasitesTsetse flymites | By the end of the lesson, the learner should be able toDescribe the life cycle of parasiteIdentify the livestock attackedState the control measures | Describing the life cycle of the parasiteIdentifying the livestock attackedStating the control measures | Farm animalsParasites specimenStudents bookPhotographsDiagrams from the students book | KLB secondary Agriculture form 2 pg 134-135Certificate Secondary Agriculture F2 pg 103,104,107 Longhorn secondary Agriculture form 2 pg 139-141Teachers guide pg 83-85Gateway Agriculture revision paper 1 page 52 |  |

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|  | **2-3** | Livestock health (Parasites) | External parasitesLicekeds | By the end of the lesson, the learner should be able todescribe the life cycle of the parasiteidentify the livestock attackedstate the control measures | describing the life cycle of parasiteidentifying the livestock attackedstating the control measures | farm animalsparasites specimenstudents bookphotographsdiagrams from the students book | KLB secondary Agriculture form 2 pg 136-138Certificate Secondary Agriculture F2 pg 105-107 Longhorn secondary Agriculture form 2 pg 141-142Teachers guide pg 83-85Gateway Agriculture revision paper 1 page 56-58 |  |
| **3** | **1** | Livestock (Parasites) | Internal parasitesLiver flukes (Trematodes) | By the end of the lesson, the learner should be able toDescribe the life cycle of the parasitesIdentify the livestock attackedState the control measures | Describing the life cycle of the parasitesIdentifying the livestock attackedStating the control measures | Farm animalsParasites specimensStudent booksPhotographscharts | KLB secondary Agriculture form 2 pg 151-154Certificate Secondary Agriculture F2 pg 110-113 Longhorn secondary Agriculture form 2 pg 142-144Teachers guide pg 84-85Gateway Agriculture revision paper 1 page 56-58Top mark Agriculture page 83 |  |
|  | **2-3** | Livestock Health (Parasites) | Internal parasitesTape worms | By the end of the lesson, the learner should be able toDescribe the life cycle of the parasiteIdentify the livestock attackedState the control measures | Describing the life cycle of the parasiteIdentifying the livestock attackedStating the control measures | ChartsFarm animalsParasites specimensStudents bookPhotographsTables on the students book | KLB secondary Agriculture form 2 pg 144-148Certificate Secondary Agriculture F2 pg 108-110 Longhorn secondary Agriculture form 2 pg 144-146Teachers guide pg 83-85Gateway Agriculture revision paper 1 page 60Top mark Agriculture page 83 |  |
| **4** | **1** | Livestock health (Parasites) | Internal parasitesRound worms | By the end of the lesson, the learner should be able toDescribe the life cycle of the parasiteIdentify the livestock attackedState the control measures | Describing the life cycle of the parasiteIdentifying the livestock attackedStating the control measures | Farm animalsParasite specimenStudents bookphotographs | KLB secondary Agriculture form 2 pg 149-151Certificate Secondary Agriculture F2 pg 112-113 Longhorn secondary Agriculture form 2 pg 146-147Teachers guide pg 83-85Top mark Agriculture page 84 |  |
|  | **2-3** | Livestock health (parasites) | Principles of controlling EndoparasitesTreatmentDrug administration | By the end of the lesson, the leaner should be able toExplain factors to consider when controlling endoparasitesDescribe methods of administration of drugsState the rules that are followed in treatment of parasites | Explaining factors considered in controlling endoparasitesDescribing methods of drug administrationStating the rules followed in treatment of parasites | ChartStudents book | KLB secondary Agriculture form 2 pg 154-155Certificate Secondary Agriculture F2 pg 113-114 |  |
| **5** | **1** | Livestock production nutrition (II) | Components of food | By the end of the lesson, the learner should be able toDefine nutritionExplain major components of food | Defining nutritionExplaining major food components | ChartsChalkboardStudents book | KLB secondary Agriculture form 2 pg 158Certificate Secondary Agriculture F2 pg 115 Longhorn secondary Agriculture form 2 pg 148-149Teachers guide pg 83-85Top mark Agriculture page 85 |  |
|  | **2-3** | Livestock Nutrition | Food nutrientsWaterCarbohydratefats | By the end of the lesson, the leaner should be able todescribe the food nutrientsdescribe the feed nutrientsexplaining the functions of each feed | describing the feed nutrientsexplaining the functions of each feed | students booksamples of feed nutrients | KLB secondary Agriculture form 2 pg 159-161Certificate Secondary Agriculture F2 pg 115-116,118 Longhorn secondary Agriculture form 2 pg 149-152Teachers guide pg 81-82Gateway Agriculture revision paper 2 page 12Top mark Agriculture page 85-86 |  |
| **6** | **1** | Livestock production (II) nutrition | Feed nutrientsProteinsminerals | By the end of the lesson, the learner should be able toexplain the functions of each fooddescribe the food nutrients | explaining functions of each fooddescribing food nutrients | Feed specimenPhotographsFarm storesStudents book | KLB secondary Agriculture form 2 pg 163-165Certificate Secondary Agriculture F2 pg 117 Longhorn secondary Agriculture form 2 pg 157Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 13Top mark Agriculture page 86 |  |
|  | **2-3** | Livestock Production (II) Nutrition  | Food nutrientsvitamins | By the end of the lesson, the learner should be able toState various types of vitaminsExplain the importance of vitaminsDescribe the food nutrients | Stating various types of vitaminsExplaining the importance of vitaminsDescribing the food nutrients | Food storePhotographs of animals with deficiencyFeed specimenStudents book | KLB secondary Agriculture form 2 pg 163-165Certificate Secondary Agriculture F2 pg 117 Longhorn secondary Agriculture form 2 pg 157Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 13Top mark Agriculture page 86 |  |
| **7** | **1** | Livestock production (II) nutrition | Foods and foodstuffsroughages | By the end of the lesson, the leaner should be able tostate the classifications of animals food identify the food stuffsstate the characteristics of foodstuffs | Stating the classes of food stuffsIdentifying the food stuffsStating the characteristics of food stuffs | food stuffsfood store photographsStudents book | KLB secondary Agriculture form 2 pg 169-170Certificate Secondary Agriculture F2 pg 118-119 Longhorn secondary Agriculture form 2 pg 162-163Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 14-15Top mark Agriculture page 86 |  |

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|  | **2-3** | Livestock production (II) nutrition | Foods and foods stuffsConcentratesProteinsCarbohydrateMixed succulents | By the end of the lesson, the leaner should be able toIdentify the food stuffsState their characteristics  | Identifying the food stuffsStating the characteristics of the food stuffs | Food stuffsStudents bookFood storephotographs | KLB secondary Agriculture form 2 pg 171Certificate Secondary Agriculture F2 pg 117 Longhorn secondary Agriculture form 2 pg 163-164Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 15Top mark Agriculture page 86-87 |  |
| **8** | **1** | Livestock production (II) nutrition | Concept of rationingTerms used to express food values | By the end of the lesson, the learner should be able to State the terms used to express food valuesExplain the various terms | Stating the terms used to express food valuesExplaining the various terms | ChartsStudents bookChalk board | KLB secondary Agriculture form 2 pg 172-175Certificate Secondary Agriculture F2 pg 125 Longhorn secondary Agriculture form 2 pg 162-164Teachers guide pg 89-92Top mark Agriculture page 87 |  |
|  | **2-3** | Livestock production (II) Nutrition | Ratio computation | By the end of the lesson, the learner should be able to Explain the process of ration computationStating the methodsCompute a livestock station | Stating the methods Explaining the process of ration computationComputing livestock ration | geometric set Students bookChartsTables in the students book | KLB secondary Agriculture form 2 pg 176-179Certificate Secondary Agriculture F2 pg 126-128 Longhorn secondary Agriculture form 2 pg 166-169Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 16-17Top mark Agriculture page 87-88 |  |
|  | **4** | Livestock production (II) nutri | Digestion in livestock | By the end of the lesson, the leaner should be able toDefine digestionDescribe the process of digestion generally | Defining digestionDescribing the process of digestion | ChartDiagrams in the students bookSpecimens of digestive systemsSchool farm |  Agriculture F2 pg 120-121 Longhorn secondary Agriculture form 2 pg 173-175Teachers guide pg 89-92Top mark Agriculture page 88 |  |
|  | **2-3** | Livestock production (II) nutrition | Digestion in non-ruminants (Pigs) | By the end of the lesson, the learner should be able toDescribe digestion and digestive system of a pig | Describing digestion and the digestive system of a pigDrawing diagrams | ChartSpecimens of digestive systemsDiagrams in the students book | KLB secondary Agriculture form 2 pg 182-184Certificate Secondary Agriculture F2 pg 121-122 Longhorn secondary Agriculture form 2 pg 172-173Teachers guide pg 89-92 |  |
| **10** | **1** | Livestock production (II) nutrition | Digestion in poultry | By the end of the lesson, the learner should be able toDescribe digestion and digestive system of poultry | Describing digestion and digestive system of poultryDrawing diagrams | Diagrams in the students bookSpecimen of the digestive systemchart | KLB secondary Agriculture form 2 pg 185Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 2 pg 170-172Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 18-19Top mark Agriculture page 90 |  |
|  | **2-3** | Livestock production (II) nutrition | Differences and similarities in 60th ruminant and ruminant digestive systems | By the end of the lesson, the learner should be able toState the differences & similarities in both ruminant and non-ruminant digestive systems | Stating the differences and similarities both in ruminant and non-ruminant digestive system | Diagrams in the students bookSpecimens of digestive system chart | KLB secondary Agriculture form 2 pg 186-188Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 2 pg 175-176Teachers guide pg 89-92Gateway Agriculture revision paper 2 page 13Top mark Agriculture page 90 |  |
| **11** | **1-3** | Livestock production (II) nutrition | Appropriate livestock Landling techniques while feeding | By the end of the lesson, the leaner should be able toHandle livestock appropriately while feeding | Handling livestock appropriately  | Farm animalsChartsFarm structuresStudents bookDiagrams from the students book | KLB secondary Agriculture form 2 pg 129-132Certificate Secondary Agriculture F2 pg 128-131 Longhorn secondary Agriculture form 2 pg 176-178Teachers guide pg 89-92 |  |
| **12 END TERM THREE EXAMS** |

**AGRICULTURE SCHEMES OF WORK**

**FORM THREE 2015**

**TERM I**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Livestock Production (III) selection | Reproduction and reproductive systems in cattle | By the end of the lesson, the learner should be able todescribe reproduction and reproductive systems in cattle | Describing reproduction and reproductive systems in cattledrawing reproductive systems in cattle | chartsdiagrams in students bookfarm animals | KLB secondary Agriculture form 3 pg 1-6Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 3 pg 1-5Teachers guide pg 37-38Gateway Agriculture revision paper 2 page 21-23Top mark Agriculture page 91-92 |  |
|  | **2** | Livestock production (III) selection and Breeding | Reproduction and reproductive systems in poultry | By the end of the lesson, the leaner should be able toDescribe reproduction and reproductive systems in poultry | Describing reproduction and reproductive systems in poultryDrawing reproduction system in poultry | ChartsFarm animalsDiagrams in the students book | KLB secondary Agriculture form 3 pg 6-8Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 3 pg 6-8Teachers guide pg 37-38Gateway Agriculture revision paper 2 page 23-24Top mark Agriculture page 92 |  |
|  | **3-4** | Livestock production selection and Breeding | Selection of dairy and beef cattle | By the end of the lesson, the learner should be able toDefine selectionDescribe selection of the breeding of stock in cattle | Defining selectionDescribing selection of the breeding stock in cattleDrawings in students book | Farm animalsDiagrams in the students bookcharts | KLB secondary Agriculture form 3 pg 8-9Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 3 pg 8-10Teachers guide pg 38-39Gateway Agriculture revision paper 2 page 24Top mark Agriculture page 91-92 |  |
| **2** | **1** | Livestock selection and breeding | Selection of sheep and goats | By the end of the lesson, the learner should be able toDescribe selection of the breeding stock | Describing selection of the breeding stockNote takingAsking and answering questions | Farm animalsDiagrams in students bookcharts | KLB secondary Agriculture form 3 pg 8-9Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 3 pg 11-12Teachers guide pg 37-38 |  |
|  | **2** |  | Selection of pigs and camels | By the end of the lesson, the learner should be able toDescribe selection of the breeding stock | Describing the breeding stockNote takingAsking and answering questions | Farm animalsDiagrams in the students book | KLB secondary Agriculture form 3 pg 1-6Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 3 pg 1-5Teachers guide pg 37-38Gateway Agriculture revision paper 2 page 21-23Top mark Agriculture page 91-92 |  |
|  | **3-4** | Livestock section and breeding | Selection of breeding Methods of selection | By the end of the lesson, the learner should be able toState factors considered when selecting a breeding stockDescribe the methods in selectionDefine breedingExplaining the importance of breeding | Stating factors considered in selectionDescribing the various methods usedDefining breeding | ChartsChalkboardDiagrams on students bookFarm animals | KLB secondary Agriculture form 3 pg 11-16Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 3 pg 15-16Teachers guide pg 38-39Gateway Agriculture revision paper 2 page 24Top mark Agriculture page 93 |  |

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| **3** | **1** |  | Breeding | By the end of the lesson, the learner should be able toExplain the terms used in breeding | Explaining the various terms | ChartsChalkboardFarm animals | KLB secondary Agriculture form 3 pg 16Longhorn secondary Agriculture form 3 pg 16-19Teachers guide pg 39-41Gateway Agriculture revision paper 2 page 24-25Top mark Agriculture page 93-94 |  |
|  | **2** | Livestock selection and breeding | Signs of heat in livestock cattle, pigs rabbits | By the end of the lesson, should be able toExplain the process of mating in cattle, pigs & rabbitsState signs of heat in cattle, pigs and rabbits | Explaining the process of matingStating signs of heat in pigs, rabbits and cattle | Farm animalsPhotographsStudents bookFarm  | KLB secondary Agriculture form 3 pg 16-19Longhorn secondary Agriculture form 3 pg 19-23Teachers guide pg 39-41Gateway Agriculture revision paper 2 page 25Top mark Agriculture page 94-95 |  |
|  | **3** |  | Breeding systems of breeding | By the end of the lesson, the learner should be able toState various systems of breedingExplain reasons for breeding systemsDescribe various | Stating various systems of breedingExplaining reasons for breedingDescribing various breeding systems | ChartsFarm animalsDiagrams in the students book | KLB secondary Agriculture form 3 pg 16-19Longhorn secondary Agriculture form 3 pg 19-23Teachers guide pg 39-41Gateway Agriculture revision paper 2 page 25Top mark Agriculture page 94-95 |  |
|  | **4** | Livestock selection and breeding | Methods of service in livestockNatural matingArtificial inseminationEmbryo transplant | By the end of the lesson, the leaner should be able toIdentify the various services in livestockDescribe the methods of services in livestockExplain the advantages & disadvantages of the methods | Identifying the various methods of servicesDescribing the methods of services in livestockDrawing diagramsExplaining the advantages & disadvantages | Farm animalsA.I techniciansDiagrams in the students book | KLB secondary Agriculture form 3 pg 20-23Longhorn secondary Agriculture form 3 pg 23-30Teachers guide pg 41-43 |  |
| **4** | **1** |  | Signs of parturition in livestockCowsSowsDoes  | By the end of the lesson, the learner should be able toState signs of parturition in cows, sows and does | Stating signs of parturitions in cows, sows and does | Coral, photographsA.I TechniciansStudents bookFarm animals | KLB secondary Agriculture form 3 pg 24-25Longhorn secondary Agriculture form 3 pg 41-43Teachers guide pg 39-41Gateway Agriculture revision paper 2 page 26-27Top mark Agriculture page 96-97 |  |
|  | **2** | Livestock productionLivestock rearing practices | RoutineLivestock rearing practices | By the end of the lesson, the learner should be able toDefine a routineExplain the routine practices in livestock rearingState the importance of each of the practice | Defining a routineExplaining the routine practicesStating the importance of each practice | Livestock structuresLivestock feedsAnimals farmLivestockStudent bookphotographs | KLB secondary Agriculture form 3 pg 27-31Longhorn secondary Agriculture form 3 pg 33-35Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 28-29Top mark Agriculture page 98 |  |
|  | **3-4** | Livestock production (IV) | Parasite and disease control practices | By the end of the lesson, the learner should be able toState various methods of parasite and disease controlDescribe the various parasite and disease control practices | Stating the various control practicesDescribing various control practicesCarrying out the various control practices | Livestock drugsLivestock toolsPhotographsDiagrams on the students bookLivestock toolsStudents book | KLB secondary Agriculture form 3 pg 32-36Longhorn secondary Agriculture form 3 pg 35-39Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 25Top mark Agriculture page 98-99 |  |
| **5** | **1** | Livestock production (IV) Livestock Rearing | Breeding practices | By the end of the lesson, the learner should be able toState the breeding practicesDescribe the various breeding practicesCarry out the various practices | Stating the breeding practicesDescribing the various breeding practicesCarrying out the various practices | Livestock drugsLivestock toolsPhotographsStudents bookDiagrams on the students bookLivestockLivestock farm | KLB secondary Agriculture form 3 pg 27-29Longhorn secondary Agriculture form 3 pg 49-51Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 30-31Top mark Agriculture page 99 |  |
|  | **2** | Livestock Rearing practices | Identification De-breakingTooth clippingculling | By the end of the lesson, the learner should be able to Describe de-beaking tooth, clipping and cullingCarry out these practices | Describing de-beaking, tooth clipping and cullingCarrying out the practicesDrawing the diagrams showing the practices | LivestockLivestock drugsLivestock toolsStudents bookPhotographsDiagrams on the students book | KLB secondary Agriculture form 3 pg 41-48Longhorn secondary Agriculture form 3 pg 41-44Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 25Top mark Agriculture page 99-100 |  |
|  | **3-4** |  | Dehorning, shearing, castration | By the end of the lesson, the learner should be able todescribe dehorning, shearing, castrationCarry out these practices | Describing dehorning, shearing castrationCarry out these practices | LivestockLivestock drugsLivestock toolsStudents bookPhotographs  | KLB secondary Agriculture form 3 pg 45-50Longhorn secondary Agriculture form 3 pg 41-44Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 25Top mark Agriculture page 100 |  |
| **6** | **1** | Livestock rearing practices | Management of cows during parturition  | By the end of the lesson, the leaner should be able toDescribe the management of a cow parturition | Describing the management of a cow during parturitionDrawing diagrams | CowsPhotographsStudents bookVeterinary personnel | KLB secondary Agriculture form 3 pg 53Longhorn secondary Agriculture form 3 pg 50-54Teachers guide pg 49-51Access secondary Agriculture Revision page 170, 295Golden tips agriculture page 277 |  |
|  | **2** |  | Management of sows, nannies, does, ewes | By the end of the lesson, the learner should be able toDescribe the management, does & ewes during parturition | Describing the management of sows, nannies, does, ewes& during parturition |  | KLB secondary Agriculture form 3 pg 53-56Longhorn secondary Agriculture form 3 pg 54-56Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 33-34Access secondary Agriculture Revision page 170, 295Golden tips agriculture page 175,295-296 |  |
|  | **3-4** | Bee- keeping | ImportanceBee colonySitting the a apiary  | By the end of the lesson, the learner should be able toState the importance of bee keepingDescribe the importance of bee keepingDescribe the bee conolonyExplain factors to consider when citing an apiary | Stating the importance of bee keepingDescribing the bee colonyExplaining factors to consider when citing an apiary | CombsBee hivesApiaryBee handling toolsbees | KLB secondary Agriculture form 3 pg 56-60Longhorn secondary Agriculture form 3 pg 51-52Teachers guide pg 49-51Gateway Agriculture revision paper 2 page 33-34Access secondary Agriculture Revision page 175-176 |  |
| **7** | **1** | Bee keeping | Types of bee hive stocking the bee hiveManagement of bees | By the end of the lesson, the learner should be able toState the various types of bee hivesDescribe the stocking of bee hive and management | Stating various types of bee hivesDescribing the stocking of a bee hive and management | BeehivesCombsApiaryBee handlingStudents bookProtective clothing | KLB secondary Agriculture form 3 pg 60-69Longhorn secondary Agriculture form 3 pg 59-62Teachers guide pg 51-52Gateway Agriculture revision paper 2 page 33-34Access secondary Agriculture Revision page 175-176Golden tips agriculture page 299-300 |  |
|  | **2** | Bee keeping | Importance of fish farming Types if fuse kept in farm ponds | By the end of the lesson, the learner should be able toDefine fish farming Explain the importance of fish farmingIdentifying the types of fish kept in the fish pond | Defining fish farmingExplaining the importance of fish farmingIdentifying the types of fish kept in pondDrawing diagrams | Fish netsFish speciesFish pondsDiagrams in the students bookFish food | KLB secondary Agriculture form 3 pg 70-73Longhorn secondary Agriculture form 3 pg 62-64Teachers guide pg 51-52Gateway Agriculture revision paper 2 page 36Access secondary Agriculture Revision page 175-176Golden tips agriculture page 301 |  |
|  | **3** | Fish Farming | Importance of fish farmingTypes of fish kept in farm ponds | By the end of the lesson, the learner should be able toDefine fish farmingExplain the importance of fish farmingIdentifying the types of fish kept in fish pond | Defining fish farmingExplaining the importance of fish farmingIdentifying the types of fish kept in fish pondDrawing diagrams | Fish netsFish speciesFish pondDiagrams in the students bookFish pond | KLB secondary Agriculture form 3 pg 73-77Longhorn secondary Agriculture form 3 pg 65-70Teachers guide pg 52-53Gateway Agriculture revision paper 2 page 36-37Access secondary Agriculture Revision page 177Golden tips agriculture page 301-302 |  |
| **7** | **4** | Fish Farming | ManagementFish farmingHarvesting and processing fish | By the end of the lesson, the learner should be able toDescribe fish managementExplain fish harvesting and processing fish | Describing fish managementExplaining fish harvesting and processing | Fish pondFish speciesFish netsStudents book | KLB secondary Agriculture form 3 pg 73-79Longhorn secondary Agriculture form 3 pg 65-70Teachers guide pg 52-53Gateway Agriculture revision paper 2 page 36-37Access secondary Agriculture Revision page 177Golden tips agriculture page 302-303 |  |
| **8** | **1** | Livestock Rearing Practices | Appropriate handling of livestock during routine management | By the end of the lesson, the learner should be able toDemonstrate a caring attitude towards livestock | Demonstrating a carrying attitude towards livestockDrawing diagrams | Diagrams from the student bookFarm animalsPhotographsLivestock handling tools | KLB secondary Agriculture form 3 pg 79-81Longhorn secondary Agriculture form 3 pg 70-75Teachers guide pg 53-54Gateway Agriculture revision paper 2 page 36-37Access secondary Agriculture Revision page 296Golden tips agriculture page 296 |  |
|  | **2** | Farm Structures | Farm buildings and structuresCiting parts of a buildingCite preparation | By the end of the lesson, the learner should be able toState factors considered when citing farm structuresDescribe parts of a building | Stating factors considered when citing farm structuresDescribing parts of a building | Farm buildingsDiagramsSchool farmStudent’s book | KLB secondary Agriculture form 3 pg 83-88Longhorn secondary Agriculture form 3 pg 77-80Teachers guide pg 59-60Gateway Agriculture revision paper 2 page 36-37Access secondary Agriculture Revision page 235Golden tips agriculture page 250 |  |
|  | **3-4** | Farm Structures | Livestock StructuresCrushes | By the end of the lesson, the learner should be able to:Identify materials used in constructionsState the maintenance of a crushExplain the uses of a crush | Identifying materials used n construction of crushStating the maintenance of a crushExplaining the various uses of a crush | CrushConstructional materialsStudent’s bookPhotographs | KLB secondary Agriculture form 3 pg93-94Longhorn secondary Agriculture form 3 pg 81-83Teachers guide pg 59-60Access secondary Agriculture Revision page 236Golden tips agriculture page 251-252 |  |
| **9** | **1** | Farm structures | Livestock Structures- Dips | By the end of the lesson, the learner should be able to:Identify materials used in construction of a dipState the maintenance of a dipExplain the uses of a dip*© Education Plus Agencies* | Identifying materials used in constructionsStating the maintenance of a dipExplaining the uses of the dipDrawing the structures | Dip construction materialsPhotographsDiagrams from the students book | KLB secondary Agriculture form 3 pg 95-96Longhorn secondary Agriculture form 3 pg 83-86Teachers guide pg 60-63Gateway Agriculture revision paper 2 page 36-37Access secondary Agriculture Revision page 236Golden tips agriculture page 252 |  |
|  | **2** | Farm structures | Livestock structuresSpray raceDairy shed | By the end of the lesson, the learner should be able toIdentify the constructional materials usedState the uses of these structures | Identifying materials used in constructionStating the uses of the structureDrawing the structures | Diagrams from the students bookPhotographsConstruction materialsSpray race and dairy shed | KLB secondary Agriculture form 3 pg 99-102Longhorn secondary Agriculture form 3 pg 86-90Teachers guide pg 60-63Gateway Agriculture revision paper 2 page 88Access secondary Agriculture Revision page 236Golden tips agriculture page 253-254 |  |
|  | **3-4** | Farm structures | Livestock structure Calf pensPoultry housesRabbits hutchesPig sty’s | By the end of the lesson, the learner should be able toName the construction materials usedState the uses of these structuresDescribe the construction of the materials | Naming the construction materialsStating the uses of the structuresDescribing the construction of the structures | Calf pensPoultry housesRabbit hutchesPig stysConstruction materialsPhotographsStudents bookDiagrams on the students book | KLB secondary Agriculture form 3 pg 194-114,115Longhorn secondary Agriculture form 3 pg 86-90Teachers guide pg 60-63Gateway Agriculture revision paper 2 page 88Golden tips agriculture page 254-257 |  |
| **10** | **1** | Farm Structures | Livestock structuresFish pondSilo  | By the end of the lesson, the learner should be able toIdentify the construction materials usedExplain the uses of these structures | Identifying the construction materialsExplaining the uses of these structures | PhotographsStudents bookConstructional materialsDiagrams in the students book | KLB secondary Agriculture form 3 pg 115, 123Longhorn secondary Agriculture form 3 pg 100-104Teachers guide pg 60-63Golden tips agriculture page 250 |  |
|  | **2** | Farm structures | Zero grazing unitBee hive | By the end of the lesson, the learner should be able toIdentify construction materials used State the uses of these structures | Identifying the construction materialsStating the uses of these structures | Zero grazing unitPhotographsStudents bookConstruction materialsbeehive | KLB secondary Agriculture form 3 pg 102-104Longhorn secondary Agriculture form 3 pg 103-106Teachers guide pg 60-63Gateway Agriculture revision paper 2 page 88Access secondary Agriculture Revision page 235Golden tips agriculture page 259-260 |  |
|  | **3-4** | Farm Structures | Farm Stores | By the end of the lesson, the learner should be able toIdentifying the construction materials usedState the uses of these structuresDescribe the process of constructing a farm store | Identifying the construction materialsStating the uses of these structuresDescribing the process of constructing a farm store | Diagrams in the students bookPhotographsFarm storeConstruction materials | KLB secondary Agriculture form 3 pg 121-122Longhorn secondary Agriculture form 3 pg 106-110Teachers guide pg 64Gateway Agriculture revision paper 2 page 89Golden tips agriculture page 260-261 |  |
| **11** | **1-2** | Farm structures | Fences | By the end of the lesson, the learner should be able toState the types of fencesIdentify the construction materials used | Stating types of fencesIdentifying the construction materials usedExplaining the uses of these structuresDrawing the fences | FencesConstruction materialsStudents bookPhotographsdiagrams | KLB secondary Agriculture form 3 pg 124-132Longhorn secondary Agriculture form 3 pg 110-117Teachers guide pg 65 |  |
|  | **3-4** | Farm structures | Green Houses | By the end of the lesson, the learner should be able to:State the construction materials usedDescribe the process of constructing green houseExplain the uses of these structures | Stating the construction materials Describing the process of constructing green houseExplaining the uses of the structures | Green housesConstruction materialsDiagrams from the students bookStudents bookphotographs | KLB secondary Agriculture form 3 pg 133-139Longhorn secondary Agriculture form 3 pg 128-121Teachers guide pg 66Gateway Agriculture revision paper 2 page 89Access secondary Agriculture Revision page 235Golden tips agriculture page 262 |  |
| **12 TOPICAL REVISION** |
| **13-14 END TERM EXAMINATIONS** |
| **15 CLOSING** |

**SHIMO LA TEWA BOYS**

**AGRICULTURE SCHEMES OF WORK**

**FORM THREE 2025**

**TERM II**

**REFERENCES:**

1. KLB Secondary Agriculture
2. Teacher’s Guide
3. Longhorn secondary

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Agricultural Economics (III)Land tenure and reforms | Land tenure typesCollective tenure systems | By the end of the lesson, the learner should be able toDefine land tenureState the types of land tenureDescribe the collective tenure systems | Defining the term land tenureStating the types of land tenureDescribing the collective systems | ChartsStudents bookChalk board | KLB secondary Agriculture form 3 pg 140-141Teachers guide pg 74 |  |
|  | **2** |  | Individual Tenure System | By the end of the lesson, the learner should be able toState the types of individual tenure systemDescribe individual tenure systemsState advantages and disadvantages of this tenure system | Stating the individual tenure systemsDescribing individual tenure systemStating advantages and disadvantages of the system | Title deedsChartsStudents book | KLB secondary Agriculture form 3 pg 143-145Teachers guide pg 74 |  |
|  | **3-4** | Land tenure and reform | Land Reforms | By the end of the lesson, the learner should be able toDefine land reformsDescribe the various types of land reformsExplaining the various settlement schemes in Kenya | Defining land reformsDescribing various types of land reformsExplaining the various settlement scenes in Kenya  | Title deedsStudents bookChartsChalk board | KLB secondary Agriculture form 3 pg 148-157Teachers guide pg 75-76 |  |
| **2** | **1** | Soil and water conservation | Soil Erosion | By the end of the lesson, the earner should be able toDefine soil erosionExplain factors that influence soil erosion | Defining soil erosionExplaining factors that influence soil erosion | Excavated areasSchool farmPhotographsDiagrams on the students book | KLB secondary Agriculture form 3 pg 158-160Teachers guide pg 80 |  |
|  | **2** | Soil and Water Conservation | Soil Erosion | By the end of the lesson, the learner should be able toExplain the various agents of erosion | Explaining various agents | PhotographsSchool farmExcavated areasStudents book | KLBAgriculture form 3 pg 160-161Teachers guide pg 38-39 |  |
|  | **3-4** | Soil and Water Conservation | Soil Erosion | By the end of the lesson, the learner should be able toDescribe the various types of soil erosion | Describing the various types of erosion | PhotographsStudents bookSchool farmExcavated areasDiagrams in the students book | KLB secondary Agriculture form 3 pg 161-167Teachers guide pg 80 |  |
| **3** | **1** |  | River bank erosion | By the end of the lesson, the learner should be able toDefine river bank erosionExplain the effects of river bank erosionState the control measures | Defining riverbank erosionExplaining the effects of riverBank erosionStating control measures | PhotographsRiver bankDiagrams in the students bookcharts | KLB secondary Agriculture form 3 pg 167-168 |  |
|  | **2** |  | Mass wasting solifluction | By the end of the lesson, the learner should be able toDefine mass wasting Explain factors influencing mass wastingDescribing effects of mass wasting | Defining mass wastingExplaining factors influencing mass wastingDescribing effects of mass wasting | ChartsPhotographsDiagrams in the students book | KLB secondary Agriculture form 3 pg 168-173 |  |
|  | **3-4** | Soil and water conservation | Soil controlMeasuresBiological and cultural controlPhysical and structural control measures | By the end of the lesson, the learner should be able toDescribe the biological, cultural physical and structural controlMeasures on soil erosion | Describing the biological, cultural, physical and structural measures of controlling soil erosionDrawing diagrams | Mesh wirePolesQuarry chipsSchool farmPhotographsExcavated areasStudents bookGarden toolsDiagrams in the students book | KLB secondary Agriculture form 3 pg 173-186Teachers guide pg 81 |  |
| **4** | **1-2** | Soil and Water Conservation | Water Harvesting | By the end of the lesson, the leaner should be able toName methods used to harvest waterDescribe water harvesting and conservation techniquesExplain the micro catchment and their uses | Naming methods used to harvest waterDescribing water harvesting and conservationExplaining micro catchmentStating their uses | DamsTanksReservoirsWellsPhotographsSchool farmGarden toolsGutters Ponds  | KLB secondary Agriculture form 3 pg 187-191Teachers guide pg 81-82 |  |
|  | **3-4** | Weeds and weed control | WeedsDefinitionIdentificationclassification | By the end of the lesson, the learner should be able todefine a weedidentify the various weedsclassify the weeds in various groups | defining weedsobservationidentifying the weedsclassify the weeds | weed specimenschool farmphotographsstudents bookdiagrams in the students books | KLB secondary Agriculture form 3 pg 192-201Teachers guide pg 87-88Gateway Agriculture revision paper 2 page 73-78 |  |
| **5** | **1-2** | Weeds and weed control | WeedsIdentificationclassification | By the end of the lesson, the learner should be able toidentify the various weedsclassify the various weeds | identifying the various weedsclassifying the various weeds | weed specimenschool farmphotographsdiagrams in the students book | KLB secondary Agriculture form 3 pg 193-200Teachers guide pg 87-88Gateway Agriculture revision paper 2 page 73-74Access secondary agriculture page 89Golden tips agriculture page 63-64 |  |

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|  | **3-4** | Weeds and weed control | Weeds competitive abilities of weedsHarmful effects of weeds | By the end of the lesson, the learner should be able toIdentify the various weedsClassify the various weeds | Identify the various weedsClassifying the various weeds | Weed specimenSchool farmPhotographsDiagrams in students book | KLB secondary Agriculture form 3 pg 200-202Longhorn secondary Agriculture form 3 pg 159-161Golden tips agriculture page 64-65 |  |
| **6** | **1** | Weeds and weed control | Weed control mechanical | By the end of the lesson, the learner should be able toDescribe mechanical weed control | Describing mechanical weed control | weed specimenschool farmphotographsdiagrams in the students bookgarden tools | KLB secondary Agriculture form 3 pg 209-210Longhorn secondary Agriculture form 3 pg 169-170Teachers guide pg 88-92 |  |
|  | **2** |  | Cultural and biological control | By the end of the lesson, the learner should be able toDescribe biological and cultural weed control method | Describing the biological and cultural weed control methodNote taking Asking and answering questions | Garden toolsStudents bookPhotographsSchool farmFarm specimen | KLB secondary Agriculture form 3 pg 210-211Longhorn secondary Agriculture form 3 pg 178Teachers guide pg 93-95 |  |
|  | **3-4** |  | Chemical and legislative weed control methods | By the end of the lesson, the learner should be able toExplain ways in which chemicals kill weedsState the classification of herbicidesExplaining factors affecting selectivity and effectiveness of herbicidesIdentifying the precautions in using chemicalsStating the advantages and disadvantages of herbicides | Explaining ways in which chemicals kill weedsStating the classifications of herbicidesExplaining factors affecting selectivity and effectiveness of herbicidesIdentifying the precautions in using chemicalsStating the advantages and disadvantages of herbicides | Garden toolsStudents bookPhotographsSchool farmWeed specimen | KLB secondary Agriculture form 3 pg 203-208Longhorn secondary Agriculture form 3 pg 170,172-175Teachers guide pg 88-92 |  |
| **7** | **1** | Crop pest and diseases | Crop Pests | By the of the end lesson, the learner should be able toDefine a pestExplain harmful effects of crop pests | Defining a pestExplaining the harmful effects of crop pestsAsking and answering questions | Students bookSpecimens of crop pestsCrops attackedPesticidesPhotographs  | KLB secondary Agriculture form 3 pg 213-214Longhorn secondary Agriculture form 3 pg 177-178Teachers guide pg 93-95 |  |
|  | **2** |  | Crop Pests | By the end of the lesson, the learner should be able toClassify pests based on mode of feedingClassify pests based on crop part attacked | Classifying pests based on mode of feedingAsking and answering questions | Crops attacked specimens of crop pestsPhotographs of pestsStudents book | KLB secondary Agriculture form 3 pg 214Teachers guide pg 93-95Golden tips agriculture page 67 |  |
|  | **3-4** |  | Crop Pests | By the end of the lesson, the learner should be able toClassify pest on the basis of stage of growth classification (scientific)Level of damage and place where they are found of habitat | Classify pestsAsking and answering questionsNote taking | Crops attackedSpecimen of crop pestsPhotographs of pestsStudents book | KLB secondary Agriculture form 3 pg 214-215Longhorn secondary Agriculture form 3 pg 177-178Teachers guide pg 93-95 |  |
| **8** | **1-2** | Crop pests and diseases | Crop pests Identification | By the end of the lesson, the learner should be able toidentify common pestsdescribe the various pests and the stage, part of the crop attacked | Identifying common pestsDescribing the various pests on the various basicsAsking and answering questionsNote making  | Diagrams in the students bookPhotographs of pests PesticidesCrops attackedSpecimens of crop pestsStudents book | KLB secondary Agriculture form 3 pg 215-226Longhorn secondary Agriculture form 3 pg 179-184Teachers guide pg 93-95 |  |
|  | **3-4** |  | Crop pestsidentification | By the end of the lesson, the learner should be able toidentify common pestsdescribe the various pests and the stage part of the crop attacked | Identifying common pestsDescribing the various pestsAsking and answering questionsNote making | Crops attackedSpecimens of crop pestsPhotographs of pestsPesticidesDiagrams in the students book | KLB secondary Agriculture form 3 pg 215-226Longhorn secondary Agriculture form 3 pg 179-184Teachers guide pg 93-95 |  |
| **9** | **MID TERM BREAK** |  |
| **10** | **1** |  | Crop pests controlcultural | By the end of the lesson, the learner should be able toDescribe the cultural pest control measures | Describing the cultural pestControl measuresNote takingAsking and answering questions | Students bookCrops attackedPesticidesPhotographs of pestsSchool farmSpecimen of crop pests | KLB secondary Agriculture form 3 pg 228-230Longhorn secondary Agriculture form 3 pg 185-186Teachers guide pg 63-70 |  |
|  | **2-3** | Crop pest and diseases | Crop pests | By the end of the lesson, the learner should be able toDescribe the mechanical pest control | Describing mechanical pest controlAsking and answering questionsNote taking | Students bookSpecimen of crop pestsCrops attackedPhotographs of pests | KLB secondary Agriculture form 3 pg 226-227Longhorn secondary Agriculture form 3 pg 186-188Teachers guide pg 95 |  |
|  | **4** |  | Crop pests | By the end of the lesson, the learner should be able toDescribe the biological pest control | Describing biological pest controlAsking and answering questionsNote takingExplanations  | Photographs of pestsCrops attackedSpecimens of crop pests | KLB secondary Agriculture form 3 pg 232Longhorn secondary Agriculture form 3 pg 186-188 |  |
| **11** | **1** |  | Crop pests | By the end of the lesson, the learner should be able toDescribe chemical methods of pest control | Describing the chemical methods of pest controlNote takingAsking and answering questions | Photographs of pestsCrops attackedSpecimens of crop pests | KLB secondary Agriculture form 3 pg 230-232Longhorn secondary Agriculture form 3 pg 188-190Teachers guide pg 95 |  |
|  | **2** | Crop pests and disease | Crop diseases | By the end of the lesson, the learner should be able toDefine a plant diseaseClassify plant diseasesExplain harmful effects of crop diseases | Defining a plant diseasesClassifying plant diseasesExplaining the harmful effects of crop diseases | Students bookSpecimens of diseases cropsPhotographsFungicides  | KLB secondary Agriculture form 3 pg 233-236Longhorn secondary Agriculture form 3 pg 190-191Teachers guide pg 96-99 |  |
|  | **3-4** | Crop pest and diseases | Crop diseases | By the end of the lesson, the learner should be able toIdentify common crop diseases | Identifying common crop diseasesAsking questions and answeringNote taking | Students bookSpecimens of diseased cropsPhotographsFungicides  | KLB secondary Agriculture form 3 pg 233-241Longhorn secondary Agriculture form 3 pg 191-197Teachers guide pg 96-99 |  |
| **12** | **1-2** |  | Crop diseases | By the end of the lesson, the learner should be able toclassify plant diseases | Classifying plantDiseasesAsking and answering questionsExplanations  | Specimen of diseased cropsPhotographsFungicidesStudents bookDiagrams in the students books | KLB secondary Agriculture form 3 pg 233-238Longhorn secondary Agriculture form 3 pg 191-197Teachers guide pg 96-99 |  |
|  | **3-4** |  | Crop diseases | By the end of the lesson, the learner should be able toDescribe the disease control cropsCarry out crop diseases control | Describing the disease control in cropsCarrying out crop disease control | Students bookSpecimen of disease cropsPhotographs FungicidesDiagrams in the students book | KLB secondary Agriculture form 3 pg 239-240Longhorn secondary Agriculture form 3 pg 182-184Teachers guide pg 95Gateway Agriculture revision paper 2 page 84 |  |
| **13** |  | **TOPICAL REVISION** |  |
| **14** |  | **END OF TERM EXAMS** |  |
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**AGRICULTURE SCHEMES OF WORK**

**FORM THREE 2015**

**TERM III**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Crop Production (VI) | Production of maize | By the end of the lesson, the learner should be able toName hybrids, composites of maizeState the ecological requirement of maizeDescribe, field establishments, management and harvesting maize & marketing | Naming hybrids compositesStating the ecological requirementsDescribing management harvesting and field establishmentNote making Asking and answering questions | Garden toolsSamples of maizeSchool farms Student book | KLB secondary Agriculture form 3 pg 242-250Longhorn secondary Agriculture form 3 pg 200-202Teachers guide pg 101-102Gateway Agriculture revision paper 2 page 52,54,55Golden tips agriculture page 57-58 |  |
|  | **2** |  | Production of millet | By the end of the lesson, the learner should be able toName hybrids, composites and cutting of milletState the ecological requirement of milletDescribe field establishment, management, harvesting and marketing | Stating the ecological requirementsDescribing field establishment management harvesting and marketingNote making Asking and answering questionsNaming the hybrids, composites cultwas | Garden toolsSchool farmSample of milletDiagrams on the students bookcharts | KLB secondary Agriculture form 3 pg 250-255Longhorn secondary Agriculture form 3 pg 201-214Teachers guide pg 101-102Gateway Agriculture revision paper 2 page 56Golden tips agriculture page 82-84Access secondary Agriculture page 58 |  |
|  | **3** |  | Production of sorghum | By the end of the lesson, the learner should be able toName composites, hybrids, cultivar of sorghumState the ecological requirements of sorghumDescribe the field establishment, management marketing and harvesting | Naming the hybrids, composite cultivarsStating the ecological requirement of sorghumDescribing the field establishment management, harvesting and marketingAsking and answering questions | Charts samples of sorghumGarden toolsDiagrams on the students book | KLB secondary Agriculture form 3 pg 250-255Longhorn secondary Agriculture form 3 pg 201-204Teachers guide pg 101-102Gateway Agriculture revision paper 2 page 56Golden tips agriculture page 84-85Access secondary Agriculture page 59-60 |  |
|  | **4** | Production Crop | Production of Beans | By the end of the lesson, the learner should be able toState the varieties of beans grownDescribe the varieties of beans grownExplaining the ecological requirements of maizeDescribe field establishment management and harvesting marketing | Stating the varietiesExplaining the ecological requirements of maizeDescribing field establishment, harvesting and marketingNote makingAsking and answering questions | School farmGarden toolsSeed samplesStudents book | KLB secondary Agriculture form 3 pg 250-255Longhorn secondary Agriculture form 3 pg 214-215Teachers guide pg 101-102Gateway Agriculture revision paper 2 page 56-58Golden tips agriculture page 85-87Access secondary Agriculture page 59-60 |  |
| **2** | **1-2** | Crop production | Gross Margin of Crop enterprises | By the end of the lesson, the learner should be able toCompare and contrast the gross margin of maize/millet, sorghum and beans | Comparing and contrasting gross margins of maize, millet, sorghum and beans | ChartsReceiptsTablesChairFarm recordsStudents book | KLB secondary Agriculture form 3 pg 243-268Longhorn secondary Agriculture form 3 pg 218-219Teachers guide pg 101-102Gateway Agriculture revision paper 2 page 56-58Golden tips agriculture page 85-87,79-90Access secondary Agriculture page 57-63 |  |
|  | **3-4** | Crop production | Harvesting of cotton, sugarcane, pyrethrum | By the end of the lesson, the learner should be able todescribe the harvesting of cotton, pyrethrum and sugarcane  | describing the harvesting of cotton, pyrethrum and sugarcane | photographsdiagrams in the students bookschool farmfarm harvesting tools | KLB secondary Agriculture form 3 pg 263-264Longhorn secondary Agriculture form 3 pg 221-224Teachers guide pg 102-103Gateway Agriculture revision paper 2 page 58-59Golden tips agriculture page 85-87,79-90Access secondary Agriculture page 57-63 |  |
| **3** | **1** | Crop Production | Harvesting of cotton, sugarcane, pyrethrum | By the end of the lesson, the learner should be able toDescribe the harvesting of cotton, pyrethrum and sugar cane | Describing the harvesting of cotton, pyrethrum and sugarcane | PhotographsDiagrams in the students bookSchool farm Farm harvesting tools | KLB secondary Agriculture form 3 pg 264-266Longhorn secondary Agriculture form 3 pg 224-226Teachers guide pg 103-105Gateway Agriculture revision paper 2 page 59 |  |
|  | **2** | Crop production | Harvesting of tea and coffee | By the end of the lesson, the learner should be able toDescribe the harvesting of tea and coffee | Describing the harvesting of tea and coffee | Diagrams in the students bookPhotographsHarvesting tools Charts  | KLB secondary Agriculture form 3 pg 226-268Longhorn secondary Agriculture form 3 pg 226-228Teachers guide pg 103-105Gateway Agriculture revision paper 2 page 59-60Golden tips agriculture page 88-89 |  |
|  | **3-4** | Crops forage | Pastures classifications | By the end of the lesson, the learner should be able toDefine pastures and forage cropsClassify pastures | Defining pastures and forage cropsClassifying pastures & forage | Students bookSpecimens of pasturesPhotographs of forage crops charts | KLB secondary Agriculture form 3 pg 269-272Longhorn secondary Agriculture form 3 pg 230-234Teachers guide pg 106-107Gateway Agriculture revision paper 2 page 59-60Golden tips agriculture page 108Access secondary revision page 72 |  |
| **4** | **1** |  | Pastures establishment management | By the end of the lesson, the learner should be able toDescribe pasture establishmentDescribe pasture management | Describing pasture establishmentDescribing pasture management note taking | Specimens of pasturesPhotographs of forage cropsGarden tools | KLB secondary Agriculture form 3 pg 272-276Longhorn secondary Agriculture form 3 pg 234-236Teachers guide pg 106-107Golden tips agriculture page 109Access secondary revision page 72 |  |
|  | **2** |  | Pastures utilizations | By the end of the lesson, the learner should be able toDescribe various methods of pasture utilization | Describing various methods of pasturesUtilizationAsking and answering questions | Specimens of pasturesPhotographs of forage cropsStudents book | KLB secondary Agriculture form 3 pg 277-280Longhorn secondary Agriculture form 3 pg 326-340Teachers guide pg 107Gateway Agriculture revision paper 2 page 59-60Golden tips agriculture page 109 |  |
|  | **3** | Forage Crops | Grazing methods | By the end of the lesson, the learner should be able toExplain the two grazing methodsState the advantages and disadvantages of each | Explaining the two grazing methodsStating the advantages and disadvantages of each | Diagrams in the students bookPhotographscharts | KLB secondary Agriculture form 3 pg 280-283Gateway Agriculture revision paper 2 page 59-60Access secondary agriculture page 73-74Golden tips agriculture page 110-111 |  |
|  | **4** |  | Folder cropsNapier grass | By the end of the lesson, the learner should be able toState the ecological requirements of Napier grassDescribe the field establishment, management and utilization | Describing the field production of Napier grass | Samples of folder cropSchool farm PhotographsChartsStudents book | KLB secondary Agriculture form 3 pg 283-287Longhorn secondary Agriculture form 3 pg 241-242Teachers guide pg 107Gateway Agriculture revision paper 2 page 88Access secondary revision page 94 |  |
| **5** | **1** | Forage crops | SorghumGuatemala grass | By the end of the lesson, the learner should be able toDescribe the production of Guatemala grass under ecological requirements, establishment, management and utilizationDescribe the production of sorghum under ecological requirements establishment, management and utilization | Describing the field production of sorghum and Guatemala grass | Students bookSpecimens of fodder cropsPhotographs of forage cropsSchool farm | KLB secondary Agriculture form 3 pg 269-272Longhorn secondary Agriculture form 3 pg 242-244Teachers guide pg 108Gateway Agriculture revision paper 2 page 89 |  |
|  | **2** |  | KalesEdibleCanaa | By the end of the lesson, the learner should be able todescribe the production of kales under ecological requirements | ExplanationsNote taking  | School farm Photographs of folderSpecimen of fodder crops | KLB secondary Agriculture form 3 pg 291-292Longhorn secondary Agriculture form 3 pg 244-245Teachers guide pg 108Gateway Agriculture revision paper 2 page 89-90Golden tips agriculture page 108Access secondary revision page 75-76 |  |
|  | **3-4** |  | Fodder cropsLucerneKenya white clover | By the of the end of the lesson, the learner should be able toDescribe the production of Lucerne under ecological requirements, establishment and utilizationDescribe the production of Kenya white clover under ecological, requirement establishment, management and utilization | Describing the production of Lucerne, Kenya white cloverNote makingAsking and answering questions | Students bookSpecimens of Fodder cropsPhotographs of Forage crops | KLB secondary Agriculture form 3 pg 269-272Longhorn secondary Agriculture form 3 pg 230-234Teachers guide pg 106-107Gateway Agriculture revision paper 2 page 59-60Golden tips agriculture page 108Access secondary revision page 72 |  |
| **6** | **1** | Forage Crops | Fodder cropsDisodiumMarigold  | By the end of the lesson, the learner should be able toDescribe the production of disodium under ecological requirements establishment, management and utilizationDescribe the production of marigold under ecological requirements and utilization | Describing the field production of disodium and marigold | Students bookSpecimens of fodder cropsPhotographs of fodder cropsSchool farm | KLB secondary Agriculture form 3 pg 295-297Longhorn secondary Agriculture form 3 pg 247-248Teachers guide pg 108Golden tips agriculture page 112Access secondary revision page 77 |  |
|  | **2** | Forage Crops | Agroforestry | By the end of the lesson, the learner should be able toDescribe agroforestry under ecological requirement, management and utilization | Describing agro forestry tree/bushesAsking and answering questionsNote making | Student’s bookSpecimens of fodder cropsPhotographs of forage cropsSchool farm | KLB secondary Agriculture form 3 pg 297-299Longhorn secondary Agriculture form 3 pg 248-249Teachers guide pg 108Golden tips agriculture page 86,99 |  |
|  | **3-4** |  | Forage Conservation | By the end of the lesson, the learner should be able toDefine lay making Describe silage makingDescribe standing lay | Defining lay makingDescribing the making of lay silage and standing layAsking and answering questionsDrawing diagrams | Tools usedSchool farmSpecimens of laySilageSchool farmDiagrams in the students book | Longhorn secondary Agriculture form 3 pg 250-253Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 112-113 |  |
| **7** | **1** | Health Livestock Diseases (III) | Terms used in livestock diseasesProtozoan diseasesE.C.F (East Coast Fever) | By the end of the lesson, the learner should be able toDefine terms used in livestock diseasesDescribe cause symptoms and control | Defining termsDescribing the East Coast FeverAsking and answering questionsNote making | School farmsPhotographs of animals with the diseaseDiagrams in the students book Cattle dip | KLB secondary Agriculture form 3 pg 308-312Longhorn secondary Agriculture form 3 pg 114-116Teachers guide pg 106-107Gateway Agriculture revision paper 2 page 66-67 |  |

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|  | **2** |  | Anaplasmosis  | By the end of the lesson, the learner should be able toDescribe the cause, symptoms and control of anaplasmosis | Describing anaplasmosis | School farmPhotograph of animal with the diseaseDiagrams in the students bookStudents book | KLB secondary Agriculture form 3 pg 312Longhorn secondary Agriculture form 3 pg 256-257Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 316Access secondary revision page 204 |  |
|  | **3** | Livestock diseases | Protozoan diseasesCoccidiosis  | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of coccidiosisis  | Describing coccidiosisisNote makingAsking and answering questions | Photographs of animals with the diseaseSchool farmDiagrams in the students book | KLB secondary Agriculture form 3 pg 312-313Longhorn secondary Agriculture form 3 pg 257-258Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 316Access secondary revision page 204 |  |
|  | **4** |  | Tryponosomiasis  | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of Trypanosomiasis | Describing trypanosomiasisNote takingAsking and answering questions | Photographs of animals with the diseaseSchool farmDiagrams in the students book | KLB secondary Agriculture form 3 pg 314Longhorn secondary Agriculture form 3 pg 257-258Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 317Access secondary revision page 204-205 |  |
| **8** | **1** |  | Bacteria diseases Fowl typhoid | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of fowl typhoid | Describing fowl typhoidNote makingAnswering and asking questions | Farm Photographs of the affected animalsDiagrams in the students booksSchool farm | KLB secondary Agriculture form 3 pg 317-318Longhorn secondary Agriculture form 3 pg 259-260Teachers guide pg 116-117Gateway Agriculture revision paper 2 page 67-71 |  |
|  | **2** |  | Foot rot | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of foot rot | Describing foot rotDiseaseNote makingAsking and answering questions | School farmStudents bookPhotographs of animal affectedDiagrams in the students book | KLB secondary Agriculture form 3 pg 318-319Longhorn secondary Agriculture form 3 pg 260-261Teachers guide pg 116-117Gateway Agriculture revision paper 2 page 67-71Access secondary revision page 205-206 |  |
|  | **3** | Livestock Health (III) diseases | Bacterial diseasesContagious abortion | By the end of the lesson, the learner should be able toDescribe the causes, symptoms and control of contagious abortion | Describing contagious abortionNote making | Photographs of affected students bookFarm (Livestock)School farmDiagrams in the students book | KLB secondary Agriculture form 3 pg 319-320Longhorn secondary Agriculture form 3 pg 261-262Teachers guide pg 116-117Gateway Agriculture revision paper 2 page 67-71Access secondary revision page 206 |  |
|  | **4** |  | scours | By the end of the lesson, the learner should be able toDescribe the causes, symptoms and the control of scours | Describing scoursNote takingAsking and answering questions | Photographs of animals with the diseaseStudents bookFarm (Livestock)Diagrams in the students book | KLB secondary Agriculture form 3 pg 320-321Longhorn secondary Agriculture form 3 pg 261-262Teachers guide pg 116-117Gateway Agriculture revision paper 2 page 314Access secondary revision page 206-207 |  |
| **9** | **1** |  | Bacterial Black quarterMastitis | By the end of the lesson, the learner should be able toDescribe the cause, symptoms and control of mastitisDescribe the cause, symptoms and control of black quarter | Describing the mastitisDescribing the black quarterNote makingDrawings | school farm diagrams in the students bookPhotographs of affected animalsStudents book | KLB secondary Agriculture form 3 pg 321-322,315-317Longhorn secondary Agriculture form 3 pg 263-264Teachers guide pg 116-117Golden tips agriculture page 314Access secondary revision page 207 |  |
|  | **2** |  | Anthrax Pneumonia  | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of anthraxDescribe cause, symptoms and control of pneumonia | Describing the AnthraxDescribing the pneumoniaAsking and answering questions | Photographs of animal with the diseaseSchool farmLivestock farmDiagrams on the students books | KLB secondary Agriculture form 3 pg 312Longhorn secondary Agriculture form 3 pg 256-257Teachers guide pg 116-117Gateway Agriculture revision paper 2 page 67-71Golden tips agriculture page 314Access secondary revision page 208-209 |  |
|  | **3-4** | Livestock Diseases | Viral DiseasesFoot & MouthRinderpest | By the end of the lesson, the learner should be able toDescribe cause, symptom and control of foot and mouthDescribe cause, symptom and control of Rinderpest | Describing foot and mouth and RinderpestAsking and answering questionsNote making | Photographs of the animal with the diseaseStudents bookChalk boardSchool farmLivestock farmDiagrams in the students bookCharts  | KLB secondary Agriculture form 3 pg 325-326Longhorn secondary Agriculture form 3 pg 267-269Teachers guide pg 116-117Gateway Agriculture revision paper 2 page 71-74Access secondary revision page 209-210 |  |

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| **10** | **1** |  | New castle | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control a new castle | Describing new castleAsking and answering questions | Photographs of animal with the diseaseSchool farmLivestock farmDiagrams in the students book | KLB secondary Agriculture form 3 pg 326-327Longhorn secondary Agriculture form 3 pg 269-270Teachers guide pg 117-118Gateway Agriculture revision paper 2 page 71-74Golden tips agriculture page 316Access secondary revision page 210 |  |
|  | **2** |  | Fowl Pox | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of fowl pox | Describing fowl pox diseaseAsking and answering questions | Livestock farmSchool farmsStudents bookPhotographs of the affected animal | KLB secondary Agriculture form 3 pg 327-329Longhorn secondary Agriculture form 3 pg 269-270Teachers guide pg 117-118Golden tips agriculture page 315Access secondary revision page 211 |  |
|  | **3** |  | Gumboro | By the end of the lesson, the learner should be able toDescribe cause, symptoms and control of Gumboro | Describing GumboroAsking and answering questionsNote making | Photograph of affected animalLivestock farmSchool farmStudents book | KLB secondary Agriculture form 3 pg 329Longhorn secondary Agriculture form 3 pg 271-272Teachers guide pg 117-118Golden tips agriculture page 315Access secondary revision page 211 |  |
|  | **4** | Livestock Diseases | African Swine Fever | By the end of the lesson, the learner should be able toDescribe cause, symptom and control of African Swine Fever | Describing African Swine FeverNote takingAsking and answering questions | Photograph of animals with the diseaseDiagrams in the students bookSchool farmLivestock farm | KLB secondary Agriculture form 3 pg 330-332Longhorn secondary Agriculture form 3 pg 272-273Teachers guide pg 118-119Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 317Access secondary revision page 212 |  |
| **11** | **1** |  | Nutritional disordersMilk fever | By the end of the lesson, the learner should be able toDescribe causes, symptoms and control, treatment of milk fever | Describing milk feverNote makingAsking and answering questions | Photographs of animals with the diseaseDiagrams in the students bookSchool farmLivestock farm | KLB secondary Agriculture form 3 pg 330-332Longhorn secondary Agriculture form 3 pg 272-273Teachers guide pg 118-119Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 317Access secondary revision page 212 |  |
|  | **2** |  | Bloat | By the end of the lesson, the learner should be able toDescribe the cause, symptom and the control of bloat | Describing bloat diseasesDrawing the process of control using surgical meansAsking and answering questions | Troca and canularPhotographs of the animals with the diseaseDiagrams in the students bookSchool farm | KLB secondary Agriculture form 3 pg 332-333Longhorn secondary Agriculture form 3 pg 272-273Teachers guide pg 118-119Gateway Agriculture revision paper 2 page 66-67Golden tips agriculture page 317Access secondary revision page 212 |  |
| **12 EXAMINATION** |

**AGRICULTURE SCHEMES OF WORK**

**FORM FOUR 2015**

**TERM I**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Livestock production (V) poultry | Parts of an egg | By the end of the lesson, the learner should be able toIdentify the various parts of an eggExplain the functions of each part of an egg | Identifying the parts of an eggExplaining the functions of each part of an eggNote makingIllustrationsAsking and answering questions | Text booksLabeled diagram of internal structure of an eggBoiled egg | KLB secondary Agriculture form 4 pg 1-3Longhorn secondary Agriculture form 4 pg 1-2Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 39Golden tips agriculture page 303-304 |  |
|  | **2** | Livestock production (V) poultry | Natural incubation | By the end of the lesson, the learner should be able toDescribe natural incubationState the advantages and disadvantages of natural incubation | Describing natural incubationStating the advantages and disadvantages of natural incubationIllustrationNote makingAsking and answering questions | Text booksA diagram illustrating natural incubationAn eggRealic of nesting box | KLB secondary Agriculture form 4 pg 1-3Longhorn secondary Agriculture form 4 pg 1-2Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 39Golden tips agriculture page 303-304 |  |
|  | **3-4** | Livestock production (V) Poultry | Artificial incubation | By the end of the lesson, the learner should be able toOutline the conditions necessary for artificial incubationDescribe the management of an incubatorState the advantages and disadvantages of artificial incubation | Outline the conditions necessary for artificial incubationDescriptionStating the advantages and disadvantages of artificial incubationIllustrationNote makingAsking and answering questions | Text booksDiagrams illustrating the structure of an artificial incubatorRealic of an artificial incubatorAn egg | KLB secondary Agriculture form 4 pg 7-9Longhorn secondary Agriculture form 4 pg 5-6Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 411Golden tips agriculture page 305 |  |
| **2** | **1** | Livestock Production (V) poultry | Natural Brooding | By the end of the lesson, the learner should be able toDefine the term broodingDescribe natural brooding | Defining and describing natural broodingNote makingAsking and answering questionsIllustration | text booksdiagram of broody henRealia of a broody hensamples of chicken variety | KLB secondary Agriculture form 4 pg 9Longhorn secondary Agriculture form 4 pg 7Teachers guide pg 114-116Gateway Agriculture revision paper 2 page 41-42Golden tips agriculture page 305-306 |  |
|  | **2** | Livestock Production (V) Poultry | Artificial Brooding | By the end of the lesson, the learner should be able toExplain artificial broodingIdentify the requirements in an artificial brooder | Explanation of artificial broodingIdentification of the artificial brooding requirementsNote makingIllustrationAsking and answering questions | Text booksDiagrams of a brooderRealia of a brooder in a chicken | KLB secondary Agriculture form 4 pg 10-13Longhorn secondary Agriculture form 4 pg 8-10Gateway Agriculture revision paper 2 page 42Golden tips agriculture page 306 |  |
|  | **3 and** **4** | Livestock Production (V) Poultry | Rearing systemsFree rangeFold system | By the end of the lesson, the learner should be able toDescribe free range on fold systemOutline the requirements of free range systemsState the disadvantages and advantages of free range and fold system | Describing free range and fold systemOutline the requirements of free rangeStating the advantages and disadvantages of free range and foldAsking and answering questions | Text booksPoultry FarmSample of chicken feedPhotographs | KLB secondary Agriculture form 4 pg 14-15Longhorn secondary Agriculture form 4 pg 11-13Gateway Agriculture revision paper 2 page 43Golden tips agriculture page 306 |  |
| **3** | **1** | Livestock Production (V) Poultry | Rearing systemsDeep litter systemBattery cage system | By the end of the lesson, the learner should be able toOutline the requirements in deep litter systemState the advantages and disadvantages of the deep litter and battery cage system | Outlining the requirements of deep litterStating the advantages and disadvantages of deep litter on battery cage systemNote makingIllustrationAsking and answering questions | Test booksSchool poultry farmSample of chicken feedphotographs | KLB secondary Agriculture form 4 pg 18-21Longhorn secondary Agriculture form 4 pg 12-13Gateway Agriculture revision paper 2 page 45 |  |
|  | **2** | Livestock production (V) poultry | Stress in chickenvices in chicken. | By the end of the lesson, the learner should be able toDefine the term stressIdentify the causes of stress in chickenState the control measures of stress in chickenIdentify the kinds of vices in chickenState the control measures of vices | Identifying the causes of stress in chickenStating the control measures of stress in chickenIdentify the vices on chicken and control measuresIllustrationNote makingAsking and answering questions | Text booksPoultry farmphotographs | KLB secondary Agriculture form 4 pg 16-24Longhorn secondary Agriculture form 4 pg 12-20Gateway Agriculture revision paper 2 page 45Golden tips K.C.S.E agriculture page 307 |  |
|  | **3** | Livestock Production V Poultry | Marketing of poultry productsEggsChicken meat | By the end of the lesson, the learner should be able toDescribe the marketing of eggs Describe the marketing of chicken meat | Describing the marketing of eggsDescribing the marketing of chicken meatNote makingIllustrationAsking and answering question | Text booksEggsPoultry farmstore | KLB secondary Agriculture form 4 pg 24-25Longhorn secondary Agriculture form 4 pg 21-23Gateway Agriculture revision paper 2 page 46Golden tips K.C.S.E agriculture page 307 |  |
|  | **4** | Livestock production VI (Cattle) | Raising of the young stock | By the end of the lesson, the learner should be able toDescribe the feeding of a new born calfDescribe the preparation of artificial colostrumsState the importance of colostrums | Describing the feeding of a new calfDescribe the preparation of artificial colostrumsState the importance of colostrumsIllustrationsNote makingAsking and answering of questions | Text booksDairy farmCalfSample of artificial colostrums | KLB secondary Agriculture form 4 pg 23-24Longhorn secondary Agriculture form 4 pg 20-21Gateway Agriculture revision paper 2 page 45Golden tips K.C.S.E agriculture page 307 |  |
| **4** | **1** | Livestock Production VI (Cattle) | Methods of calf rearing | By the end of the lesson, the learner should be able toDescribe the natural and artificial methods of feeding a calfState the advantages and disadvantages of both natural and artificial rearingDiscuss the meaning of calves | Describing the methods of rearingStating the advantages and disadvantages of the methods of rearingDiscuss weaning of calvesIllustrationsNote makingAsking and answering of questions | Text booksDairy farmCalfSample of artificial colostrum | KLB secondary Agriculture form 4 pg 29-32Longhorn secondary Agriculture form 4 pg 26-32Gateway Agriculture revision paper 2 page 48Golden tips K.C.S.E agriculture page 308 |  |
|  | **2** | Livestock production VI (Cattle) | Calf housing | By the end of the lesson, the learner should be able toIdentify the types of calf pensOutline the requirements of calf pens | Identifying the types of calf pensOutlining the requirements of calf pensIllustrationNote makingAsking and answering questions | Text booksDairy farmCalf penDiagrams and photos of calf pens | KLB secondary Agriculture form 4 pg 32-34Longhorn secondary Agriculture form 4 pg 30-32Gateway Agriculture revision paper 2 page 48Golden tips K.C.S.E agriculture page 308-309Top mark series Revision Agriculture pg 124 |  |
|  | **3** | Livestock production VI (Cattle) | Routine management practices | By the end of the lesson, the learner should be able toDescribe the various routine practices in managing a calf*© Education Plus Agencies* | Describing the routine management practicesIllustrationNote makingAsking and answering questions | Text booksDairy farmRealize on some tools for calf managements | KLB secondary Agriculture form 4 pg 34-36Longhorn secondary Agriculture form 4 pg 30-32Gateway Agriculture revision paper 2 page 49Golden tips K.C.S.E agriculture page 308-309 |  |
|  | **4** | Livestock Production VI (Poultry) | Milk and milkingFactors affecting milk compositionMilk secreting and let down | By the end of the lesson, the learner should be able toexplain the factors that affect milk composition Illustrate milk secretion and milk let down | Explaining factors that affect milk compositionIllustrate milk secretion and milk let down | Text booksMilk sampleDiagram illustrating the udderMilking equipment | KLB secondary Agriculture form 4 pg 36-40Longhorn secondary Agriculture form 4 pg 32-38Golden tips K.C.S.E agriculture page 309-310Top mark series Revision Agriculture page 124-126 |  |
| **5** | **1** | Livestock production VI (Poultry | Milk and milkingClear milk productionDry cow therapy | By the end of the lesson, the learner should be able toDescribe clean milk productionDescribe the milking procedureExplain dry low therapy | Describing clean milk productionDescribing the milking procedureExplaining dry low therapyIllustrationNote makingAsking and answering question | Text booksMilking equipmentDairy farmcow | KLB secondary Agriculture form 4 pg 40-46Longhorn secondary Agriculture form 4 pg 32-38Top mark series Agriculture Revision Pg 120 |  |
|  | **2** | Livestock production VI (Cattle) | Marketing of milk and beef cattle | By the end of the lesson, the learner should be able toDiscuss the marketing of milkDiscuss the marketing of Beef | Discussing the marketing of milk and beefIllustrationNote makingAsking and answering questions | Students text bookMilk productsPhotographs  | KLB secondary Agriculture form 4 pg 47-48Longhorn secondary Agriculture form 4 pg 38-41Golden tips K.C.S.E agriculture page 3- 10 |  |

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|  | **3** | Farm power and machinery | Sources of power in the farmHuman powerAnimal power | By the end of the lesson, the learner should be able toDescribe animal powerDescribe human powerStating the advantages and disadvantages of animal power | Describing human and animal powerIllustrationNote makingAsking and answering questionsStating the advantages and disadvantages of animal power | Text booksPhoto of farm workersAn agricultural farm | KLB secondary Agriculture form 4 pg 50-51Longhorn secondary Agriculture form 4 pg 42-45Gateway Agriculture revision paper 2 page 48Top Mark Series Agriculture Revision pg 139 |  |
|  | **4** | Farm power and machinery | Sources of power in the farmWing powerWater power | By the end of the lesson, the learner should be able toDescribe wind powerDescribe water power | Describing wind and water powerIllustrationNote makingAsking and answering questions | Text booksDiagrams of wind mill | KLB secondary Agriculture form 4 pg 50-51Longhorn secondary Agriculture form 4 pg 42-45Gateway Agriculture revision paper 2 page 77Top Mark Series Agriculture Revision pg 139Golden tips K.C.S.E agriculture page 308 |  |
| **6** | **1** | Farm power and machinery | Sources of power in the farmbiogas | By the end of the lesson, the learner should be able todescribe biogas wood and charcoal fuelstate the advantages of biogas charcoal and wood fuel | describing biogas wood and fuelstating the advantages of biogas, charcoal and wood fuel | text bookswood and charcoalbiogas plantphotosdiagram of biogas digester | KLB secondary Agriculture form 4 pg 52-54Longhorn secondary Agriculture form 4 pg 46-48Golden tips K.C.S.E agriculture page 234-235 |  |
|  | **2** | Farm power and machinery | Sources if power in the farmFossil fuelsHydro-powerGeothermal power | By the end of the lesson, the learner should be able toDescribe fossils fuelsDescribe fossil fuelsDescribe hydro-powerDescribe geothermal power | Describing fossils fuels and hydro-electric powerIllustrationsNote makingAsking and answering questions | Text booksPhotos of a geothermal station | Longhorn secondary Agriculture form 4 pg 46-48Gateway Agriculture revision paper 2 page 71Top Mark Series Agriculture Revision pg 139 |  |
|  | **3** | Farm power and machinery | Sources of power in theNuclear powerStorage batteryElectrical power | By the end of the lesson, the learner should be able toDescribe nuclear powerDescribe storage batteryDescribe solar power/radiationDescribe electrical power | Describing nuclear storage battery and solar powerIllustrationNote makingAsking and answering questions | Text booksStorage batteryPhotos of solar panels | KLB secondary Agriculture form 4 pg 54-55Longhorn secondary Agriculture form 4 pg 51-52Top Mark Series Agriculture Revision pg 401 |  |
|  | **4** | Farm power and machinery | Tractor engine | By the end of the lesson, the learner should be able toDescribe a four stroke cycle engineDifferentiate between a petrol engine and a diesel engine | Describing a four structure engineDifferentiating between dsel and petrol engineIllustrationNote makingAsking and answering questions | Text booksModels of engines A tractorphotographs | KLB secondary Agriculture form 4 pg 56-61Longhorn secondary Agriculture form 4 pg 53-56Top Mark Series Agriculture Revision pg 140-141Golden tips K.C.S.E agriculture page 308 |  |
| **7** | **1** | Farm power and machine | Tractor engine | By the end of the lesson, the learner should be able toDescribe a two stroke cycle engine | Describing a two stroke engineIllustrationNote makingAsking and answering questions | Text booksModels of enginesA tractorphotographs | KLB secondary Agriculture form 4 pg 61-63Longhorn secondary Agriculture form 4 pg 57-58Top Mark Series Agriculture Revision pg 141 |  |
|  | **2** | Farm power and machinery | Systems of a tractorFuel systemElectrical system | By the end of the lesson, the learner should be able toDescribe the fuel systemDescribe the electrical systemDescribe the maintenance of the fuel and electrical systems | Describing the fuel and electrical systemsIllustrationsNote makingAsking and answering questionsDescribing the maintenance of the fuel and electrical systems | Text booksModels of enginesA tractorphotographs | KLB secondary Agriculture form 4 pg 63-69Longhorn secondary Agriculture form 4 pg 60-62Top Mark Series Agriculture Revision pg 141-142 |  |
|  | **3** | Farm power and machinery | Systems of a tractorCooling systemsLubricating system | By the end of the lesson, the learner should be able toDescribe the coding and its maintenanceDescribe the lubricating system and its maintenance  | Describing the coolong and lubricating systems and their maintenanceIllustrationNote makingAsking and answering questions | Text booksModels of enginesphotographs | KLB secondary Agriculture form 4 pg 69-72Longhorn secondary Agriculture form 4 pg 63-64Top Mark Series Agriculture Revision pg 143-144 |  |
|  | **4** | Farm power and machinery | Systems of a tractorTransmission system | By the end of the lesson, the learner should be able toDescribe the power transmission system | Describing the power transmission systemNote makingIllustrationAsking and answering questions | Text booksModels of enginephotographs | KLB secondary Agriculture form 4 pg 72-76Longhorn secondary Agriculture form 4 pg 64-65Top Mark Series Agriculture Revision pg 144 |  |
| **8** | **1** | Farm power and machinery | Tractor servicingShort term servicesLong term services | By the end of the lesson, the learner should be able toDiscuss the various practices on tractor maintenance, both short term services and long term services | Discussion the tractor maintenance PracticesIllustrationsAsking and answering questionsNote making | Text booksModels of enginesA tractor photographs | KLB secondary Agriculture form 4 pg 76-77Longhorn secondary Agriculture form 4 pg 65-66Top Mark Series Agriculture Revision pg 144-145 |  |
|  | **2** | Farm power and Machinery | Farm implementsTractor drawn implementsDisc ploughtrailer | By the end of the lesson, the learner should be able toOutline the various methods of attachmentDescribe a trailer and its maintenance Identify the various plough and mould board ploughState the maintenance practices | Outline the methods of attachmentDescribing the trailer and its maintenanceIdentification of parts & stating differencesIllustrationNote makingAsking and answering of questions | Text booksPhotos illustrating the various implementsAgricultural farmPhotos illustrating a mould board plough | KLB secondary Agriculture form 4 pg 77-82Longhorn secondary Agriculture form 4 pg 66-77Gateway Agriculture revision paper 2 page 81 - 82Top Mark Series Agriculture Revision pg 145 - 148 |  |
|  | **3** | Farm power and machinery | Tractor drawn implementsHarrowsDisc harrowsSpring time harrowsSpike tooth harrowSub soilers | By the end of the lesson, the learner should be able toDescribe the various types of harrows and sub-soilersState the maintenance practices of the various types of harrows and sub-soilers | Description of the various types of harrows and sub-soilersStating the maintenance of practices of the harrows and sub-soilersIllustrationAsking and answering questionsNote making | Text booksPhotos illustrating the harrows and sub-soilerAn agricultural farm | KLB secondary Agriculture form 4 pg 82-84Longhorn secondary Agriculture form 4 pg 73-77Gateway Agriculture revision paper 2 page 82Top Mark Series Agriculture Revision pg 147-148 |  |
| **8** | **4** | Farm power and machinery | Tractor drawnImplementsRidgesrotary tillersmowers planters & seeders | By the end of the lesson, the learner should be able toDescribe the ridges and rotary tillers, Mowers planters and seedersState the maintenance practices of the ridges mowers planters, seeders and rotary tillers | Description of the ridgers and rotary tillersStating the maintenance practices of the ridges and rotary tillerIllustrationsNot makingAsking and answering questions | Text booksPhotos illustrating the ridges and rotary tillersMowers, planters and seedersAn agricultural farm | KLB secondary Agriculture form 4 pg 85-88Longhorn secondary Agriculture form 4 pg 77-81Gateway Agriculture revision paper 2 page 82-83Top Mark Series Agriculture Revision pg 148-151 |  |
| **9** | **1** | Farm power and machinery | Tractor drawn implementsCultivators and seedersSprayersHarvesting machines | By the end of the lesson, the learner should be able toDescribe the cultivators/seeders, sprayers and various types of harvesting machineState the maintenance practices of the cultivators/seeders, sprayers and harvesting machines | Describing the cultivators/seeders, sprayers and harvesting machinesStating the maintenance practices of the cultivators seeders, sprayers and harvesting machinesIllustrationsNote makingAsking and answering questions | Text booksPhotos illustrating theCultivators/seederSprayersHarvesting machinesAn agricultural farm | KLB secondary Agriculture form 4 pg 88-90Longhorn secondary Agriculture form 4 pg 81-82Gateway Agriculture revision paper 2 page 84Top Mark Series Agriculture Revision pg 149-151 |  |
|  | **2** | Farm power and machinery | Animal drawn implementsOx-drawn ploughOx-line harrowOx-cartsOx-ridger | By the end of the lesson, the learner should be able toDescribe the ox-drawn plough, ox-time harrow, ox-carts and ox-ridgerState the maintenance practices of animal drawn implementsIdentify the parts of an ox-drawn plough | Describing the animal drawn implementsStating the maintenance of the animal drawn implementsIdentifying the parts of an ox-drawn ploughIllustrationNote makingAsking and answering questions | Text booksPhotos illustrating the animal drawn implementsAn agricultural farm | KLB secondary Agriculture form 4 pg 91-95Longhorn secondary Agriculture form 4 pg 82-85Gateway Agriculture revision paper 2 page 84-85Top Mark Series Agriculture Revision pg 152-154 |  |
|  | **3** | Agricultural economics (III) production economics | -nation incomeGDPGNPPer capital income | By the end of the lesson, the learner should be able toExplain how household firms and central authority contributes to the national incomeExplain the terms GDP, GNP and per capital income | Explaining how household firms and central authorities contribute to national incomeExplaining - GDP, GNP, Per capital incomeIllustrationsNote makingQuestioning and answering | Text booksChart containing formulaeNewspapersStatistical abstractor | KLB secondary Agriculture form 4 pg 96-98Longhorn secondary Agriculture form 4 pg 87-90Gateway Agriculture revision paper 2 page 101-102Top Mark Series Agriculture Revision pg 161 |  |
|  | **4** | Agricultural Economics (III) productions economics | Factors of productionLandlabour | By the end of the lesson, the learner should be able todiscuss land and labour and factors of productionto explain how land and labour affect production | Discussing land and labour as factors of productionExplanation of how land and labour affect productionIllustrationsNote makingQuestioning and answering | Text booksNewspapersStatistical abstracts | KLB secondary Agriculture form 4 pg 99-102Longhorn secondary Agriculture form 4 pg 92-94Gateway Agriculture revision paper 2 page 102Top Mark Series Agriculture Revision pg 161-162 |  |

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **10** | **1** | Agricultural Economics (III) production economics | Factors of productionCapitalThe management | By the end of the lesson, the learner should be able toDiscuss capital and management as factors of productionExplain how capital and management affect production | Discussion of capital and management factors of productionExplanation of how capital and management affect productionIllustrationsNote makingQuestioning and answering | Text booksNews papersStatistical abstracts | KLB secondary Agriculture form 4 pg 102-104Longhorn secondary Agriculture form 4 pg 94-96Gateway Agriculture revision paper 2 page 103Top Mark Series Agriculture Revision pg 162 |  |
|  | **2** | Agricultural economics (III) production economics | The production function | By the end of the lesson, the learner should be able toDefine production functionIdentify the types of production functionDescribe the types of production function | Defining production functionIdentifying the types of production functionsDescribing the types of production functionsIllustratingAsking and answering of questions | Text booksGraphs of various production functionsTables of various production functions | KLB secondary Agriculture form 4 pg 104-111Longhorn secondary Agriculture form 4 pg 96-99Gateway Agriculture revision paper 2 page 103Top Mark Series Agriculture Revision pg 162-163 |  |
|  | **3** | Agricultural Economics (II) production economics | Economic laws and principlesLaw of diminishing rations | By the end of the lesson, the learner should be able toState the law of diminishing returnsExplain how it affects agricultural production | Stating the law of diminishing returnExplanation of how the law affects agricultural productionIllustrationQuestioning and answering | Text booksGraphs on the three zone of a production of a functionTables on production under this law | KLB secondary Agriculture form 4 pg 111-115Longhorn secondary Agriculture form 4 pg 100-102Gateway Agriculture revision paper 2 page 103Top Mark Series Agriculture Revision pg 163 |  |

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|  | **4** | Agricultural economics (II) production economics | Economic law and principlesLaw of substitution | By the end of the lesson, the learner should be able toState the law of substitutionExplain how law of substitution affects Agricultural productions | Stating the law of substitutionExplanation of how the law affects agricultural productionIllustrationAsking and answering questions | Text booksChartsStatistical abstracts | KLB secondary Agriculture form 4 pg 115-117Longhorn secondary Agriculture form 4 pg 102-103Gateway Agriculture revision paper 2 page 103Top Mark Series Agriculture Revision pg 163 |  |
| **11** | **1** | Agricultural economics (III) production economics | Economic law and principlesLaw of equimarginal returns | By the end of the lesson, the learner should be able toState the law of equimarignal returnsExplain how the law of equimarginal returns affects production | Stating the law of equimarginal returnsExplaining how the law affects productionIllustrationQuestioning and answering | Text booksChartsStatistical abstracts | KLB secondary Agriculture form 4 pg 117Longhorn secondary Agriculture form 4 pg 104-105Gateway Agriculture revision paper 2 page 104Top Mark Series Agriculture Revision pg 164 |  |
|  | **2** | Agricultural Economics (III) production economics | Principle of profit maximization | By the end of the lesson, the learner should be able toState the principle of profit maximizationDescribe various types of costsExplain the concept of revenue | Stating the principle of profit maximizationDescribe the various types of costsExplanation of the concept of revenueIllustrationQuestioning and answering | Text booksTables on revenuesCharts on revenueStatistical abstracts | KLB secondary Agriculture form 4 pg 117-121Longhorn secondary Agriculture form 4 pg 105Gateway Agriculture revision paper 2 page 104Top Mark Series Agriculture Revision pg 164-165 |  |
|  | **3** | Agricultural economics (II) Production economics | Farm planning | By the end of the lesson, the learner should be able toExplain the factors to consider in drawing a farm planning Outline steps in making a farm plan | Explaining the factor to consider when drawing a farm planOutlining the steps in making a farm planIllustrationQuestioning and answering | Text booksChartsStatistical abstracts | KLB secondary Agriculture form 4 pg 121-123Longhorn secondary Agriculture form 4 pg 108-109Gateway Agriculture revision paper 2 page 104Top Mark Series Agriculture Revision pg 165 |  |
|  | **4** | Agricultural Economics (III) production economics | Farm budgeting | By the end of the lesson, the learner should be able toDefine farm budgetingState the importance of farm budgeting | Definition of farm budgetingStating the importance of farm budgetingIllustrationNote makingQuestioning and answering  | Text booksFarm recordsAg agricultural farm | KLB secondary Agriculture form 4 pg 123-127Longhorn secondary Agriculture form 4 pg 110-112Gateway Agriculture revision paper 2 page 104Top Mark Series Agriculture Revision pg 165 |  |
| **12** | **1** | Agricultural economics (III) production economics | Farm budgeting | By the end of the lesson, the learner should be able toDescribe the types of budgeting in agriculture | Description of the types of budgetingIllustrationNote making Question and answering | Text booksFarm recordsAn agricultural farm | KLB secondary Agriculture form 4 pg 123-127Longhorn secondary Agriculture form 4 pg 110-112Gateway Agriculture revision paper 2 page 104 |  |
|  | **2** | Agricultural Economics (III) Production economics | Agricultural support services available to the farmerExtension and trainingBankingCredit servicesAgricultural Research MarketingVeterinary services, farm input supplies, tractor hire services | By the end of the lesson, the learner should be able toexplain the agricultural support services available to the farmersextension and trainingbanking creditAI servicesAgricultural researchMarketingVeterinary Farm inputsSuppliesTractor hire services | Explanation of the Agricultural support services available to the farmerIllustrationsNote making Questioning and answering | Text booksFarm recordAn agricultural farm | KLB secondary Agriculture form 4 pg 112-134Longhorn secondary Agriculture form 4 pg 112-114Gateway Agriculture revision paper 2 page 104-106Top Mark Series Agriculture Revision pg 165-167 |  |
|  | **3** | Agricultural economics (IV) farm accounts | Risks and uncertainties in farming | By the end of the lesson, the learner should be able toIdentify the types of risks on uncertainties of a farmer may faceOutline the ways in which a farmer may adjust to uncertainty  | Identification of the types of risk and uncertaintiesOutlining the ways in which a farmer may adjust to the uncertaintiesIllustrationNote makingQuestioning and answering | chartsText booksFinancial documentsAn agricultural farm | KLB secondary Agriculture form 4 pg 134-136Longhorn secondary Agriculture form 4 pg 116-119Gateway Agriculture revision paper 2 page 106Top Mark Series Agriculture Revision pg 166-167 |  |
|  | **4** | Agricultural economics (IV) farm accounts | Importance of keeping farm accountsType of farm accounts | By the end of the lesson, the learner should be able toState the importance of keeping farm accountsIdentify the types of farm accounts | Stating the importance of keeping farm recordsIdentification of the types of farm accountsIllustrationA sample of financial documentsCharts | chartsText booksFinancial documentsAn agricultural farm | KLB secondary Agriculture form 4 pg 139Longhorn secondary Agriculture form 4 pg 121Gateway Agriculture revision paper 2 page 108Top Mark Series Agriculture Revision pg 168 |  |
| **13 & 14** |  | **PREMOCK EXAMINATIONS AND CLOSING** |

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| **1** | **1** | Agricultural economics (IV) farm accounts | Financial statementsInvoice Statement of accounts | By the end of the lesson, the learner should be able toDescribe an invoice and a statement of accountDistinguish between invoice and a statement of account | Distinguishing an invoice and a statement of accountDescribing an invoice and a statement of accountsNote makingQuestioning and answering  | Text booksAn invoiceAn agricultural firmA chart | KLB secondary Agriculture form 4 pg 140-141Longhorn secondary Agriculture form 4 pg 122-124Gateway Agriculture revision paper 2 page 108Top Mark Series Agriculture Revision pg 168 |  |
|  | **2** | Agricultural economics (IV) farm accounts | ReceiptsDelivery notePurchase order | By the end of the lesson, the learner should be able toDescribe a receipt, delivery note and purchase orderDistinguish between, receipts, delivery note and a purchase order | Description of a receipt delivery note and a purchase orderDistinguish the three documentsIllustrationsNote makingQuestioning and answering | Text booksA receiptA railway noteA purchase orderAn agricultural farm | KLB secondary Agriculture form 4 pg 141-145Longhorn secondary Agriculture form 4 pg 124-125Gateway Agriculture revision paper 2 page 108Top Mark Series Agriculture Revision pg 168-169 |  |
|  | **3** | Agricultural Economics (iV) Farm accounts | Books of accountsCash bookinventory | By the end of the lesson, the learner should be able toidentify the cash book and the inventorystate the uses of cash book and the inventory | identification of the cash book and the inventorystating the uses of the cash book and the inventorynote makingillustrationquestioning and answering | Text booksA cash accountAn inventory Charts | KLB secondary Agriculture form 4 pg 146-150Longhorn secondary Agriculture form 4 pg 125-127Gateway Agriculture revision paper 2 page 109Top Mark Series Agriculture Revision pg 169 |  |
|  | **4** | Agricultural Economics (IV) farm accounts | Books of AccountsJournalledger | By the end of the lesson, the learner should be able todescribe the journal and ledgerstate the uses of a journal and ledger | description of the ledger and journalstating the uses of the ledger and journalillustrationquestioning and answering  | Text books A ledger account pageA journal Charts | KLB secondary Agriculture form 4 pg 150-153Longhorn secondary Agriculture form 4 pg 127-129Gateway Agriculture revision paper 2 page 109Top Mark Series Agriculture Revision pg 169 |  |
| **2** | **1** | Agricultural Economics (IV) farm accounts | Financial statementsBalance sheet | By the end of the lesson, the learner should be able toAnalyses and prepare a balance sheet | Analyzing and preparing a balance sheetIllustrationQuestioning and answering Note takingExplanation  | Text booksChartsFormat of balance sheetA balance sheet | KLB secondary Agriculture form 4 pg 154-157Longhorn secondary Agriculture form 4 pg 124-125Gateway Agriculture revision paper 2 page 109-111Top Mark Series Agriculture Revision pg 169 |  |
|  | **2** | Agricultural economics (IV) farm accounts | Financial statementsProfit and loss account | By the end of the lesson, the learner should be able toAnalyse and prepare a profit and loss account | Analyzing and preparing profit and loss accountNote makingExplanationIllustrationQuestioning and answering  | Text booksChartsA format of profit and loss accountA profit and loss account | KLB secondary Agriculture form 4 pg 157-159Longhorn secondary Agriculture form 4 pg 132-133Gateway Agriculture revision paper 2 page 109-111Top Mark Series Agriculture Revision pg 169 |  |
|  | **3** | Agricultural economics (IV) farm accounts | Financial statementsCash analysis | By the end of the lesson, the learner should be able toAnalyses and prepare a cash analysis | Analyzing and preparing cash analysisExplanationIllustrationNote makingQuestioning and answering | Text booksChartsA cash analysis | KLB secondary Agriculture form 4 pg 159-162Longhorn secondary Agriculture form 4 pg 133-135Gateway Agriculture revision paper 2 page 111Top Mark Series Agriculture Revision pg 169 |  |
|  | **4** | Agricultural Economics (V) Agricultural marketing and organization | Market and marketing  | By the end of the lesson, the learner should be able toDefine marketing and marketIdentify the types of marketsDescribe the various types of markets available | Definition of market and marketingIdentification of the types of marketsDescription of the various typesNote takingAsking and answering questionsIllustrations  | Text booksChartsLocal markets | KLB secondary Agriculture form 4 pg 137-138Longhorn secondary Agriculture form 4 pg 164-166Gateway Agriculture revision paper 2 page 109-111Top Mark Series Agriculture Revision pg 173 |  |
| **3** | **1** | Agricultural Economics (V) Agricultural marketing and organization | Demand, supply and price theorydemand | By the end of the lesson, the learner should be able toDefine demandState the law of demandExplain the factors influencing demand for a commodity | Define demandStating the law of demandExplaining the factors influencing demandNote takingAsking and answering questionsIllustration | Text booksChartsA local marketTablesGraphs  | KLB secondary Agriculture form 4 pg 166-169Longhorn secondary Agriculture form 4 pg 139-141Gateway Agriculture revision paper 2 page 114Top Mark Series Agriculture Revision pg 174 |  |
|  | **2** | Agricultural Economics (V) Agricultural marketing and organization | Elasticity of Demand (ED) | By the end of the lesson, the learner should be able toDescribe elasticity of demandExplain the factors influencing elasticity of demand | Description of elasticity Explanation of the factors that influencing elasticity of demandIllustrationNote makingQuestioning and answering | Text bookLocal marketTablesGraphs  | KLB secondary Agriculture form 4 pg 170-174Longhorn secondary Agriculture form 4 pg 140-144Gateway Agriculture revision paper 2 page 114Top Mark Series Agriculture Revision pg 174 |  |
|  | **3** | Agricultural Economics (V) Agricultural marketing and organization | Supply | By the end of the lesson, the learner should be able toDefine supplyState the law of supplyExplain the factors influencing supply of a commodity | Definition of supplyExplanationStating the law of supplyIllustrationNote makingQuestioning and answering | Text bookA local marketChartsTablesGraphs | KLB secondary Agriculture form 4 pg 174-177Longhorn secondary Agriculture form 4 pg 144-145Gateway Agriculture revision paper 2 page 115Top Mark Series Agriculture Revision pg 174-175 |  |
|  | **4** | Agricultural Economics (V) Agricultural marketing and organization | Elasticity of Supply (ES) | By the end of the lesson, the learner should be able toDescribe elasticity of supply | Description of elasticity of supplyExplanationIllustrationNote makingAsking and answering questions | Text booksA local marketTablesGraph charts | KLB secondary Agriculture form 4 pg 177-178Longhorn secondary Agriculture form 4 pg 145-149Gateway Agriculture revision paper 2 page 115Top Mark Series Agriculture Revision pg 17 |  |
| **4** | **1** | Agricultural economics (V) Agricultural marketing and organization | Price Theory | By the end of the lesson, the learner should be able toDefine the term priceDiscuss the determination of market prices | Definition of the term priceDiscussion of the market price determinationIllustrationsNote takingQuestioning and answering | Text booksA local marketTablesgraphs | KLB secondary Agriculture form 4 pg 178-179Longhorn secondary Agriculture form 4 pg 149-150Gateway Agriculture revision paper 2 page 115Top Mark Series Agriculture Revision pg 175 |  |
|  | **2** | Agricultural Economics (V) Agricultural marketing and organization | Price control | By the end of the lesson, the learner should be able toDescribe price controlIllustrate the price control graphically | Description of price controlIllustration of price control graphicallyNote takingAsking and answering questions | Text booksA local marketTalesGraphs charts | KLB secondary Agriculture form 4 pg 178-179Longhorn secondary Agriculture form 4 pg 149-150Gateway Agriculture revision paper 2 page 115Top Mark Series Agriculture Revision pg 175 |  |
|  | **3** | Agricultural Economics (V) Agricultural marketing and organization | MarketingMarketing functions | By the end of the lesson, the learner should be able toDefine the term marketingIdentify the meaning of the term marketing functionsDiscuss the various marketing functions | DiscussionDefining marketingExplanationsIllustrationNote makingQuestioning and answering | Text booksChartsA local market | KLB secondary Agriculture form 4 pg 186-189Longhorn secondary Agriculture form 4 pg 153-156Gateway Agriculture revision paper 2 page 116Top Mark Series Agriculture Revision pg 176 |  |
|  | **4** | Agricultural Economics (V) Agricultural marketing and organization | Agricultural organizations | By the end of the lesson, the learner should be able toDescribe agricultural organizationsList the various agricultural organizationsList the functions of the various organizations | DescriptionListing the agricultural organizationListing functions of the organizationIllustration Note takingAsking and answering questions | Text booksChartsA local market | KLB secondary Agriculture form 4 pg 189-192Longhorn secondary Agriculture form 4 pg 157-159Gateway Agriculture revision paper 2 page 92-94Top Mark Series Agriculture Revision pg 176 |  |

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| **5** | **1** | Agricultural Economics (V) Agricultural marketing and organization | Co-operative societies | By the end of the lesson, the learner should be able toDefine a co-operativeDescribe the formation of a co-operativeOutline the principles of co-operativesGive the types of co-operative societiesState the functions of farmers co-operative societies | Defining a co-operativeDescriptionOutlining principles of a co-operativeGiving types of co-operativesStating the functions of a co-operative | Text booksLocal marketWall charts | KLB secondary Agriculture form 4 pg 192-195Longhorn secondary Agriculture form 4 pg 159-162Gateway Agriculture revision paper 2 page 117Top Mark Series Agriculture Revision pg 176-177 |  |
|  | **2** | Agricultural Economics (V) Agricultural marketing and organization | Association and unions | By the end of the lesson, the learner should be able toList the various agricultural unionState the roles of agricultural unions | Listing the various unionsStating their rolesIllustrationsAsking and answering questions | Text booksFarmersMagazinesWall charts | KLB secondary Agriculture form 4 pg 192-195Longhorn secondary Agriculture form 4 pg 159-162Gateway Agriculture revision paper 2 page 117Top Mark Series Agriculture Revision pg 177 |  |
|  | **3** | Agroforestry | Forms of Agro forestyImportance of agroforestry | By the end of the lesson,, the learner should be able toDefine agroforestryDescribe the various forms of agroforestryState the importance of agroforestry | Definition of agroforestryDescription Stating the importance of agroforestryIllustrationNote takingQuestioning and answering | Text booksSpecimen of fees and shrubsChartsPhotosAgroforestry farm | KLB secondary Agriculture form 4 pg 200-203Longhorn secondary Agriculture form 4 pg 166-168Gateway Agriculture revision paper 2 page 139Top Mark Series Agriculture Revision pg 22 |  |
|  | **4** | Agroforestry | Tree nursery | By the end of the lesson, the learner should be able toList various types of tree nurseriesDescribe the various types of tree nurseries | Listing the types of nurseriesDescriptionNote makingIllustrationAsking and answering questions | Text booksNursery booksNursery bedsAgroforestry farmChartsphotos | KLB secondary Agriculture form 4 pg 203Longhorn secondary Agriculture form 4 pg 168-170Gateway Agriculture revision paper 2 page 100-101Top Mark Series Agriculture Revision pg 23 |  |
| 7 | **1, 2, 3 & 4** | Agroforestry | Nursery establishment and management | By the end of the lesson, the learner should be able toDiscuss the establishment of tree nurseriesDescribe the management of tree nurseries | DiscussionDescriptionIllustrationNote takingAsking and answering questionsExplanation | text booksgarden toolstree seedlingschartswatering cansnursery beds | KLB secondary Agriculture form 4 pg 203Longhorn secondary Agriculture form 4 pg 168-170Gateway Agriculture revision paper 2 page 100-101Top Mark Series Agriculture Revision pg 23 |  |

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| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **8** | **1 & 2** | Agroforestry | Care and management of treesAgroforestry practices | By the end of the lesson, the learner should be able toDiscuss the various care and management of treesDiscuss the various agroforestry practices | DiscussionExplanationIllustrationAsking and answering questionsNote making | Text booksNursery bedsWatering cansGarden toolsTree seedlingscharts | KLB secondary Agriculture form 4 pg 208-212Longhorn secondary Agriculture form 4 pg 174-175Gateway Agriculture revision paper 2 page 143Top Mark Series Agriculture Revision pg 25-26 |  |
|  | **3 & 4** | Agroforestry | Sites for agroforestry treesTree harvesting methods | By the end of the lesson, the learner should be able toDescribe the sites for agroforestry treesDiscuss the various tree harvesting methods | DescriptionDiscussionNote makingIllustrationQuestion and answers methods | Text booksNursery bedsWatery cansGarden toolsTree seedlingsCharts  | KLB secondary Agriculture form 4 pg 212-217Longhorn secondary Agriculture form 4 pg 176-179Gateway Agriculture revision paper 2 page 144Top Mark Series Agriculture Revision pg 26-27 |  |
| **9, 10 & 11** |  | **TOPICAL EXAMS** |  |
| **12, 13, 14** |  | **JOINT DISTRICT EXAMINATIONS AND CLOSING**  |  |

**AGRICULTURE SCHEMES OF WORK**

**FORM FOUR 2015**

**TERM III**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

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| WK |  |
| 1,. 2, 3 | REVISION OF THE JOINT EXAMINATIONS |
| 3 | TOPICAL REVISION EXAMINATIONS |
| 4, 5, 6,  | POST MOCK EXAMINATIONS  |
| 7 | REVISION OF POST MOCK AND PREPARATION FOR KCSE EXAMINATIONS |