GEOGRAPHY SCHEMES OF WORK FORM 4

TERM 2

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| 1 | **Opening and Revision** | | | | | | | |
| 2 | 1 | WILDLIFE AND TOURISM | Management and conservation of wildlife in East Africa. | By the end of the lesson, the learner should be able to:  Highlight some of the measures being taken to conserve wildlife in East Africa. | Probing questions & discussion. | Newspaper cuttings. | Pg 57-59 |  |
| 2 | WILDLIFE AND TOURISM | Tourism: Introduction. Factors of tourism in Kenya. | By the end of the lesson, the learner should be able to:  Define the terms tourism, eco-tourism, domestic tourism and international tourism. Explain factors influencing tourism in Kenya. | Probing questions; Exposition of new terms.  Detailed discussion. |  | Pg 59-64 |  |
| 3 | WILDLIFE AND TOURISM | Tourist attractions in Kenya. | By the end of the lesson, the learner should be able to:  Identify tourist attractions in Kenya. | Give specific examples of tourist attractions. |  | Pg 64-69 |  |
| 4 | WILDLIFE AND TOURISM | Significance of tourism. Problems associated with tourism. | By the end of the lesson, the learner should be able to:  Outline benefits of tourism to Kenya.   Identify problems associated with tourism. | Give specific examples of tourism benefits.  Give specific examples of problems associated with tourism. | Newspaper extracts. | Pg 69-73 |  |
| 3 | 1 | WILDLIFE AND TOURISM  ENERGY | Tourism in Switzerland.  Renewable sources of energy. | By the end of the lesson, the learner should be able to:  Account for development of tourism industry in Switzerland. Identify renewable sources of energy. | Superficial case study. Probing questions; Brief discussion. | Map: location of Switzerland. | Pg 71 |  |
| 2 | ENERGY | Non- renewable sources of energy | By the end of the lesson, the learner should be able to:  Identify non- renewable sources of energy. | Brain storming;  Brief discussion. |  | Pg 80-82 |  |
| 3 | ENERGY | H.E.P. stations & geothermal stations in Kenya. | By the end of the lesson, the learner should be able to:  Describe establishment and development of H.E.P. & geothermal stations in Kenya. | Brain storming;  Brief discussion. | Map: HEP stations in Kenya. | Pg 83-85 |  |
| 4 | ENERGY | H.E.P. stations in Uganda. | By the end of the lesson, the learner should be able to:  Describe establishment and development of H.E.P. stations in Uganda. | Brief discussion. | Map: HEP stations in Kenya. | Pg 85-86 |  |
| 4 | 1 | ENERGY | Geothermal power projects in Africa. Energy crisis. | By the end of the lesson, the learner should be able to:  Identify major geothermal power sites in Africa. Explain some emerging issues related to energy crisis. | Brief case study on Kariba and Akosombo dams. Brief discussion & probing questions. | Map- HEP power projects in Africa. | Pg 86-87 |  |
| 2 | ENERGY | Management and conservation of energy. | By the end of the lesson, the learner should be able to:  Outline measures taken to manage and conserve energy. | Brief discussion with probing questions. Review questions. |  | Pg 91 |  |
| 3 | INDUSTRY | Introduction. Definition and importance. | By the end of the lesson, the learner should be able to:    Define the terms industry and industrialization. Give reasons why industrialization is essential. | Brain storming;  Discussion. |  | Pg 93-97 |  |
| 4 | INDUSTRY | Types of industries. Jua kali industries. | By the end of the lesson, the learner should be able to:  Describe the main types of industries in Kenya.  Explain the role of jua kali industries in the growth of an economy. | Give examples of each type  Oral questions, brief discussion. |  | Pg 98-102 |  |
| 5 | 1 | INDUSTRY | Distribution of Agricultural industries in Kenya. | By the end of the lesson, the learner should be able to:  Describe the distribution of Agricultural industries in Kenya. | Cite specific examples and the materials dealt in. |  |  |  |
| 2 | INDUSTRY | Distribution of non-agricultural industries in Kenya. | By the end of the lesson, the learner should be able to:  Describe the distribution of non-agricultural industries in Kenya. | Cite specific examples and the materials dealt in. |  |  |  |
| 3 | INDUSTRY | Significance of industrialization in Kenya. | By the end of the lesson, the learner should be able to:  Highlight the significance of industrialization in Kenya. | Oral questions, brief discussion. |  |  |  |
| 4 | INDUSTRY | Significance of industrialization in Kenya. | By the end of the lesson, the learner should be able to:  Highlight the significance of industrialization in Kenya. | Oral questions, brief discussion. |  |  |  |
| 6 | 1 | INDUSTRY | Problems facing industrialization & industries in Kenya. | By the end of the lesson, the learner should be able to:  Identify problems facing industrialization & industries in Kenya. Suggest possible solutions to the problems. | Q/A & brief discussion. |  | Pg 104-5 |  |
| 2 | INDUSTRY | Cottage industry in India. Iron & steel industry in the Ruhr region. | By the end of the lesson, the learner should be able to:  Describe cottage industry in India. Explain the success of cottage industry in India.  Explain factors that have led to development of iron & steel industry in the Ruhr region of Germany. | Brief discussion.  Give examples of activities in Cottage industry.  Expository approach with specific examples. | Map: industrial centers of India & Germany. | Pg 104-7    Pg 113 |  |
| 3 | INDUSTRY | Car manufacturing & Electronics industry in Japan. | By the end of the lesson, the learner should be able to:  Explain factors that have led to development of car manufacturing & electronics industry in Japan. | Expository approach with specific examples. | Maps: Japan?s major industrial centres. | Pg 116-118 |  |
| 4 | INDUSTRY | Car manufacturing & Electronics industry in Japan. | By the end of the lesson, the learner should be able to:  Explain factors that have led to development of car manufacturing & electronics industry in Japan. | Expository approach with specific examples. | Maps: Japan?s major industrial centres. | Pg 116-118 |  |
| 7 | 1 | TRANSPORT & COMMU.NICA- TION. | Introduction. Road transport. | By the end of the lesson, the learner should be able to:    Define the terms transport, communication & tele-communication. State advantages & disadvantages of road transport. Identify problems facing road transport. Suggest ways of combating these problems. | Brainstorming, brief discussion; | Pg 120-21 |  |  |
| 2 | TRANSPORT & COMMU.NICA- TION. | Railway transport. | By the end of the lesson, the learner should be able to:  State advantages & disadvantages of railway transport. Identify problems facing railway transport in Africa. | Oral questions, brief discussion. | Pg 121-2 |  |  |
| 3 | TRANSPORT & COMMU.NICA- TION. | Water transport. | By the end of the lesson, the learner should be able to:  Cite reasons for development of water transport in Africa. State advantages & disadvantages of water transport. Identify problems facing water transport in Africa. | Q/A ,brief discussion. |  | Pg 123-4 |  |
| 3-4 | TRANSPORT & COMMU.NICA- TION. | Water transport. | By the end of the lesson, the learner should be able to:  Cite reasons for development of water transport in Africa. State advantages & disadvantages of water transport. Identify problems facing water transport in Africa. | Q/A ,brief discussion. |  | Pg 123-4 |  |
| 8 | **Mid Term Exams and Break** | | | | | | | |
| 9 | 1 | TRANSPORT & COMMU.NICA- TION. | Air transport. | By the end of the lesson, the learner should be able to:  Cite reasons for development of air transport in Africa. State advantages & disadvantages of air transport. Identify problems facing air transport in Africa. | Q/A, brief discussion. | Maps: major airports in Africa. | Pg 124 -5 |  |
| 2 | TRANSPORT & COMMU.NICA- TION. | Pipelines, lifts & escalators. Types of communication systems. | By the end of the lesson, the learner should be able to:  State advantages & disadvantages of pipelines, lifts & escalators. Identify types of communication systems in Africa. | Brief discussion, Q/A. Q/A, discussion & exposition of new concepts e.g. Facsimile, internet and  e-mail. |  | Pg 126 |  |
| 3 | TRANSPORT & COMMU.NICA- TION. | Major lines of transport in Africa. | By the end of the lesson, the learner should be able to:  Identify major lines of transport in Africa. | Locate major roads, railway lines, airlines and waterways on a map. | Illustrative maps. | Pg 129 |  |
| 4 | TRANSPORT & COMMU.NICA- TION. | Role of transport & communication. Problems facing transport and communication in Africa. | By the end of the lesson, the learner should be able to:  Explain the role of transport & communication in the economic development of Africa. Identify major problems facing transport and communication in Africa. Highlight efforts being made to combat these problems. | Brainstorming, probing questions & discussion. Probing questions & discussion. |  | Pg 134-8 |  |
| 10 | 1 | TRANSPORT & COMMU.NICA- TION. | Great Lakes and St. Lawrence Seaway. | By the end of the lesson, the learner should be able to:  Enumerate benefits of the project. Identify the role of the projects in the economies of USA and Canada. | Brief case study on of St. Lawrence Seaway project. |  | Pg 140-1 |  |
| 2 | TRADE | Types of trade. | By the end of the lesson, the learner should be able to:  Identify and describe types of trade. | Brainstorming, probing questions and discussion on types of trade. |  | Pg 143-5 |  |
| 3 | TRADE | Factors influencing trade. | By the end of the lesson, the learner should be able to:  Identify factors that make trade possible. | Q/A & Discussion. |  | Pg 146-7 |  |
| 4 | TRADE | Significance of trade to Kenya. Problems facing trade in Kenya. | By the end of the lesson, the learner should be able to:  Explain the significance of trade to Kenya.   Identify major problems facing trade in Kenya. | Oral questions, brief discussion. | Balance of trade charts. | Pg 149-152 |  |
| 11 | 1 | TRADE | Regional Trade Blocs. | By the end of the lesson, the learner should be able to:  Describe establishment of regional trade blocs. Identify member countries of Regional Trade Blocs.  Highlight benefits of Regional Trade Blocs. Identify problems facing Regional Trade Blocs. | Descriptive approach on COMESA, SADC, and AU.  Assignment. |  | Pg 154-6 |  |
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| 3 | TRADE | Regional Trade Blocs. (contd) | By the end of the lesson, the learner should be able to:  Describe establishment of regional trade blocs. Identify member countries of Regional Trade Blocs.  Highlight benefits of Regional Trade Blocs. Identify problems facing Regional Trade Blocs. | Descriptive approach of discussing WTO, ECOWAS, AGOA |  | Pg 146 - 8 |  |
| 4 | POPULATION | Population distribution in East Africa. | By the end of the lesson, the learner should be able to:   Define the term demography. Explain factors influencing population distribution in East Africa. | Brain storming. & discussion. |  | Pg 162-165 |  |
| 12 | 1 | POPULATION | Population growth. Tools of detecting population growth. | By the end of the lesson, the learner should be able to:  Explain factors that influence population growth. Identify tools of detecting population growth. | Exposition and explanation of new terms e.g. fertility, fecundity, mortality, milieu variables, e.t.c Brief discussion on census and sample surveys. |  | Pg 165-6 |  |
| 2 | POPULATION | Migration. | By the end of the lesson, the learner should be able to:  Identify causes of migration. Identify types of migration. | Q/A & discussion. |  | Pg 168-9 |  |
| 3 | POPULATION | Crude birth rate & crude death rate. | By the end of the lesson, the learner should be able to:  Define the terms crude birth rate & crude death rate. Calculate crude birth rate & crude death rate. | Exposition of new concepts;  Worked examples; Problem solving. |  | Pg 172-3 |  |
| 4 | POPULATION | Population trends. | By the end of the lesson, the learner should be able to:  Explain the population transition theory. Identify the four demographic transition phases. | Probing questions & expository approach: Teacher exposes and explains the new concepts relating to demographic trends. | Chart: demographic trends. | Pg 173-4 |  |
| 13-14 | **End Term Exams and closing** | | | | | | | |