



5	1	Introduction to Agriculture	Systems of farming Extensive Intensive Small scale Large scale	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>State and describe farming systems</li> <li>State and explain the advantages and disadvantages of each system</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Answering questions</li> <li>Describing farming systems</li> <li>Stating advantages and disadvantages of each</li> <li>Note taking</li> </ul>	<ul style="list-style-type: none"> <li>Student's book</li> <li>Charts</li> <li>Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 5</li> <li>Certificate F1 pg 5-7</li> <li>Longhorn secondary Agriculture form 1 pg 6-9 Teachers guide pg 38</li> <li>Golden tips KCSE Agriculture pg 6-7</li> <li>Top mark Revision pg 3</li> </ul>
	2-3	Introduction to Agriculture	Methods of farming <ul style="list-style-type: none"> <li>Mixed</li> <li>Nomadic</li> <li>Shifting</li> <li>Organic</li> <li>agro forestry</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>identify various methods of farming</li> <li>explain the various methods</li> </ul>	<ul style="list-style-type: none"> <li>explanations of the methods</li> <li>identification of methods</li> <li>note taking</li> </ul>	<ul style="list-style-type: none"> <li>photographs</li> <li>livestock product</li> <li>charts</li> <li>chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 6-8</li> <li>Certificate F1 pg 7-10</li> <li>Longhorn secondary Agriculture form 1 pg 9-12 Teachers guide pg 39</li> <li>Golden tips KCSE Agriculture pg 7-8</li> <li>Top mark Revision pg 4-5</li> </ul>
6	1	Introduction to Agriculture	Role of Agriculture in the economy	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>State and explain the roles of agriculture in economy</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the roles of Agriculture in the economy</li> <li>Appreciating the importance of Agriculture</li> <li>Note taking</li> </ul>	<ul style="list-style-type: none"> <li>Raw Materials</li> <li>Flow charts</li> <li>Specimen on produce</li> <li>Industrial goods</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 8-9</li> <li>Certificate F1 pg 3-4 Longhorn secondary Agriculture form 1 pg 9-12</li> </ul>



	<b>2-3</b>	Factors influencing Agriculture	Climatic factors	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State climatic factors</li> <li>• Describe how climatic factors influence Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Stating climatic factors</li> <li>• Describing how climatic factors influence agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Station equipment</li> <li>• Maps in students books</li> <li>• Maps showing rainfall distribution</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 18-21</li> <li>• Certificate F1 pg 13-129</li> <li>• Longhorn secondary Agriculture form 1 pg 24-32 Teachers guide pg 46</li> </ul>
<b>8</b>	<b>1</b>	Factors influencing Agriculture	Edaphic Factors	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define soil</li> <li>• Describe soil formation processes</li> </ul>	<ul style="list-style-type: none"> <li>• Defining soil</li> <li>• Describing soil formation processes</li> </ul>	<ul style="list-style-type: none"> <li>• Soil samples</li> <li>• Diagrams in students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 22-29</li> <li>• Certificate F1 pg 21-26</li> <li>• Longhorn secondary Agriculture form 1 pg 33-38 Teachers guide pg 47</li> <li>• Golden tips KCSE Agriculture pg 7-8</li> <li>• Top mark Revision pg 9-10</li> </ul>
	<b>2-3</b>	Factors influencing Agriculture	Soil profile	By the end of the lesson, the learner should be able to describe the soil profile Explain its influence on crop production	<ul style="list-style-type: none"> <li>• Describing soil profile</li> <li>• Explaining its influence on crop production</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams in students books</li> <li>• Excavated areas charts showing soil profile</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 22-29</li> <li>• Certificate F1 pg 21-26</li> <li>• Longhorn secondary Agriculture form 1 pg 33-38 Teachers guide pg</li> </ul>

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							<ul style="list-style-type: none"> <li>• Top mark Revision pg 9-10</li> </ul>	
9	1	Factors influencing Agriculture	Soil constituents Mineral & organic matter	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Determine soil constituents</li> <li>• State the importance of each constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Determining soil constituents</li> <li>• Stating the importance of soil constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Sieves</li> <li>• Soil samples</li> <li>• Lens</li> <li>• Diagrams and apparatus in students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 32-33</li> <li>• Certificate F1 pg 29-34</li> <li>• Longhorn secondary Agriculture form 1 pg 40-49 Teachers guide pg 49</li> <li>• Gateway secondary Revision paper 1 pg 15-17</li> <li>• Top mark Revision pg 12-13</li> </ul>	
	2-3	Factors influencing Agriculture	Soil constituents Organic matter Air Water Living organisms	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Determine soil constituents</li> <li>• State the importance of each constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Determining soil constituents</li> <li>• Stating the importance of soil constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Sieves</li> <li>• Soil samples</li> <li>• Lens</li> <li>• Diagrams and apparatus in students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 32-33</li> <li>• Certificate F1 pg 29-34</li> <li>• Longhorn secondary Agriculture form 1 pg 40-49 Teachers guide pg 49</li> <li>• Gateway secondary Revision paper 1 pg 15-17</li> <li>• Top mark</li> </ul>	



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 to <ul style="list-style-type: none"> <li>• Explain the chemical properties of soil</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the chemical properties of soil</li> </ul>	<ul style="list-style-type: none"> <li>• PH Meter</li> <li>• PH Papers</li> <li>• Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 55-56</li> <li>• Certificate F1 pg 43-45</li> <li>• Longhorn secondary Agriculture form 1 pg 59-60 Teachers guide pg 47</li> <li>• Gateway secondary Revision paper 1 pg 19-20</li> <li>• Top mark Revision pg 13-14</li> </ul>
	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 to <ul style="list-style-type: none"> <li>• Explain the effects of PH on mineral availability Relate crop and animal distribution to chemical and physical properties of soil</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the effects of soil PH relating crop and animal distribution on soil properties</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on PH</li> <li>• Distribution maps for crops and livestock in Kenya School</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 56-57</li> <li>• Certificate F1 pg 45-47</li> <li>• Longhorn secondary Agriculture form 1 pg 53-60 Teachers guide pg 47</li> <li>• Gateway secondary Revision paper 1 pg 17-20</li> <li>• Top mark Revision pg 13-14</li> </ul>

END OF TERM ONE EXAMINATIONS  
MARKING AND CLOSING

**AGRICULTURE FORM 1 SCHEMES OF WORK – TERM 2**

WE EK	LES SON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMA
1	1-2	Farm tools and Equipment	Garden and equipment	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify various garden tools and equipments</li> <li>Draw various garden tools and equipments</li> <li>Name the garden tools and equipments various parts</li> </ul>	<ul style="list-style-type: none"> <li>Identifying tools and demonstrating their use</li> <li>Draw the garden tools and equipments</li> <li>Name various parts</li> </ul>	<ul style="list-style-type: none"> <li>Garden tools and equipments</li> <li>Diagrams in students books</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 59-62</li> <li>Certificate F1 pg 49-54</li> <li>Longhorn secondary Agriculture form 1 pg 63-67 Teachers guide pg 52-54</li> <li>Gateway secondary Revision paper 2 pg 90-99</li> </ul>	
	3	Farm tools and Equipment	Garden tools and equipment	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State the use of various tools</li> <li>Carry out maintenance practices on tools and equipments</li> </ul>	<ul style="list-style-type: none"> <li>State the use of tools</li> <li>Practicing</li> <li>Maintenance of tools and equipments</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of tools</li> <li>Diagrams in students book</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 59-62</li> <li>Certificate F1 pg 49-56</li> <li>Longhorn secondary Agriculture form 1 pg 63-67 Teachers guide pg 52-54</li> <li>Gateway secondary Revision paper 2 pg 90-99</li> </ul>	
2	1-3	Farm tools and	Workshop tools and	By the end of the lesson,	<ul style="list-style-type: none"> <li>Identifying tool</li> </ul>	<ul style="list-style-type: none"> <li>Workshop tools</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary</li> </ul>	



		Equipments	equipment	<p>the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify workshop tools and equipment</li> <li>Name various parts</li> <li>State the use of various tools</li> <li>Carry out maintenance practices on workshop tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating their use</li> <li>Drawing the tools</li> <li>Labeling the parts</li> <li>Practicing maintenance of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in students text books</li> <li>School store</li> <li>School farm</li> </ul>	<p>Agriculture form 1 pg 75-93</p> <ul style="list-style-type: none"> <li>Certificate F1 pg 59-71</li> <li>Longhorn secondary Agriculture form 1 pg 84-101 Teachers guide pg 52-54</li> <li>Gateway secondary Revision paper 2 pg 107-117</li> </ul>	
<b>3</b>	<b>1-3</b>	Farm tools and Equipment	Livestock production tools	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify livestock production tools</li> <li>Draw various livestock production tools</li> <li>Name various parts of the tools</li> <li>State the use of the various tools</li> <li>Carry out maintenance practices on livestock production tools</li> </ul>	<ul style="list-style-type: none"> <li>Drawing tools</li> <li>Labeling</li> <li>Demonstrating their use</li> <li>Identifying the tools</li> <li>Practicing maintenance practices</li> </ul>	<ul style="list-style-type: none"> <li>Livestock</li> <li>Diagrams on students book</li> <li>Livestock store</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 63-74</li> <li>Certificate F1 pg 54-59</li> <li>Longhorn secondary Agriculture form 1 pg 74-84 Teachers guide pg 52-54</li> <li>Gateway secondary Revision paper 2 pg 100-106</li> </ul>	
<b>4</b>	<b>1-3</b>	Farm tools and Equipment	Plumbing and masonry tools and equipment	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify plumbing and masonry tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Naming parts of tools</li> <li>Drawing various tools</li> <li>Stating the use of the tools</li> <li>Carrying out</li> </ul>	<ul style="list-style-type: none"> <li>School workshop</li> <li>Drawing in the students book</li> <li>Plumbing and masonry tools</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 99-102</li> <li>Certificate F1 pg 72-75</li> <li>Longhorn secondary</li> </ul>	

				<ul style="list-style-type: none"> <li>Name parts of various plumbing and masonry tools and equipment</li> <li>Draw the various plumbing and masonry tools and equipment</li> <li>State the use of various plumbing and masonry tools and equipment</li> <li>Carry out maintenance practices on plumbing and masonry tools and equipment</li> </ul>	<p>maintenance practices</p>		<p>Agriculture form 1 pg 97-101 Teachers guide pg 52-54</p> <ul style="list-style-type: none"> <li>Gateway secondary Revision paper 2 pg 116-117</li> </ul>	
5	1	Land Preparation (Crop production 1)	<p>Definition and importance of land preparation Land clearing</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define land preparation</li> <li>Explain importance of land preparation</li> <li>Describing land clearing</li> </ul>	<ul style="list-style-type: none"> <li>Defining and preparation</li> <li>Explaining the importance of land preparation</li> <li>Describing land clearing</li> </ul>	<ul style="list-style-type: none"> <li>School farms</li> <li>Panga</li> <li>Slashers</li> <li>digging</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 104-105</li> <li>Certificate F1 pg 77-78</li> <li>Longhorn secondary Agriculture form 1 pg 103-105 Teachers guide pg 56-57</li> <li>Top mark Agric pg 28</li> </ul>	
	2-3	Land Preparation	<p>Primary cultivation Secondary Cultivation</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define primary</li> </ul>	<ul style="list-style-type: none"> <li>Defining terms</li> <li>Explain how each is carried out</li> <li>Discussion the</li> </ul>	<ul style="list-style-type: none"> <li>School farms</li> <li>Jembes</li> <li>Diagrams in students books</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 106-110</li> </ul>	

				<p>and secondary cultivation</p> <ul style="list-style-type: none"> <li>• Explain how each is carried out and importance</li> <li>• Discuss the choice of correct tool and equipment for each operation</li> </ul>	<p>correct choice of tools and equipment</p>	<ul style="list-style-type: none"> <li>• pangas</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate F1 pg 79-84</li> <li>• Longhorn secondary Agriculture form 1 pg 105-109 Teachers guide pg 58-59</li> <li>• Gateway secondary Revision paper 2 pg 116-117</li> <li>• Top-mark secondary Agric Revision pg 28-29</li> </ul>	
6	1	Land Preparation	Tertiary Operation	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify tools used in tertiary operations</li> <li>• Explain how each of the operation is done</li> <li>• State the importance of the operation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Identifying the tools</li> <li>• Explaining how operation is done</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing in the students book</li> <li>• Photographs of tools used</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 110-113</li> <li>• Certificate F1 pg 85-87</li> <li>• Longhorn secondary Agriculture form 1 pg 109-111 Teachers guide pg 59</li> <li>• Gateway secondary Revision paper 2 pg 116-117</li> <li>• Top-mark secondary Agric Revision pg 29</li> </ul>	

	<b>2-3</b>	Land Preparation	Minimum tillage Meaning Importance practices	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define minimum tillage</li> <li>• Explain how it is done</li> <li>• State the importance</li> <li>• List the practices involved in minimum tillage</li> </ul>	<ul style="list-style-type: none"> <li>• Defining minimum tillage</li> <li>• Explaining how it is done</li> <li>• Stating the importance</li> <li>• Listing practices involved</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 112-113</li> <li>• Certificate F1 pg 85-86</li> <li>• Longhorn secondary Agriculture form 1 pg 112 Teachers guide pg 57-59</li> <li>• Top-mark secondary Agric Revision pg 29</li> </ul>	
<b>7</b>	<b>1</b>	Water supply irrigation and drainage	Water supply Source importance	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe the various sources of water in the farm</li> <li>• State the importance in the farm</li> </ul>	<ul style="list-style-type: none"> <li>• Describing sources of water</li> <li>• Stating the importance of water in the farm</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing in student book</li> <li>• Photographs of dam, boreholes</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 120-126</li> <li>• Certificate F1 pg 94-100</li> <li>• Longhorn secondary Agriculture form 1 pg 116-121 Teachers guide pg 62-63</li> <li>• Gateway Agriculture revision paper 1 page 127-288</li> </ul>	
	<b>2-3</b>	Water Supply Irrigation and	Water collection storage of water	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> <li>• Describing collecting,</li> </ul>	<ul style="list-style-type: none"> <li>• Pipes</li> <li>• Pumps</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1</li> </ul>	

		drainage	Pumping of water Conveyance of water	to <ul style="list-style-type: none"> <li>Describe collection, pumping and conveyance of water</li> </ul>	pumping and conveyance of water	<ul style="list-style-type: none"> <li>Tanks</li> <li>Water treatment plant</li> <li>Diagrams in students book</li> </ul>	<ul style="list-style-type: none"> <li>pg 120-126</li> <li>Certificate F1 pg 94-100</li> <li>Longhorn secondary Agriculture form 1 pg 116-121 Teachers guide pg 62-63</li> <li>Gateway Agriculture revision paper 1 page 127-288</li> </ul>	
8	1	Water Supply irrigation and drainage	Water treatment methods and importance	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>State methods of water treatment</li> <li>Describe the method</li> <li>State the importance of water treatment</li> </ul>	<ul style="list-style-type: none"> <li>Stating the methods of water treatment</li> <li>Describing the methods</li> <li>Stating importance of water</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Water treatment plants</li> <li>Diagrams in the student book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 126-129</li> <li>Certificate F1 pg 98-100</li> <li>Longhorn secondary Agriculture form 1 pg 121-125 Teachers guide pg 62-63</li> <li>Gateway Agriculture revision paper 1 page 129-130</li> </ul>	
	2-3		Irrigation <ul style="list-style-type: none"> <li>Definition</li> <li>Importance</li> <li>methods</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>define irrigation</li> <li>state the</li> </ul>		<ul style="list-style-type: none"> <li>charts</li> <li>school farm</li> <li>students book</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 129-130</li> <li>Certificate F1 pg</li> </ul>	

				importance of irrigation			101-103 <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 1 pg 125-129 Teachers guide pg 62-63</li> <li>• Gateway Agriculture revision paper 1 page 130</li> <li>• Top mark secondary Agriculture pg 16</li> </ul>	
9	1	Water supply, irrigation and drainage	Methods of irrigation surface/basin irrigation Overhead irrigation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe surface and overhead irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• Describing surface and overhead irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Drawings in students book</li> <li>• Photographs, sprinklers and spades</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 130-131,134</li> <li>• Certificate F1 pg 104-106</li> <li>• Longhorn secondary Agriculture form 1 pg 128-130 Teachers guide pg 62-63</li> </ul>	
	2-3	Water supply, irrigation and drainage	Methods of irrigation Drip irrigation Sub-surface	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe drip and sub-surface irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe both drip and sub-surface irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Drawings in the students book</li> <li>• Photographs</li> <li>• Bottles</li> <li>• pipes</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 132-134</li> <li>• Certificate F1 pg 107-108</li> <li>• Longhorn secondary</li> </ul>	

							<p>Agriculture form 1 pg 131-133 Teachers guide pg 62-63</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 132,134</li> <li>• Top mark secondary Agriculture pg 16</li> </ul>	
10	1	Water supply and irrigation and drainage	<p>Drainage</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Importance</li> <li>• Causes of poor drainage</li> </ul>	<p>By the end of the lesson , the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define drainage</li> <li>• Explain the importance of drainage</li> <li>• Describe causes of poor drainage</li> </ul>	<ul style="list-style-type: none"> <li>• Defining drainage</li> <li>• Explaining the importance of drainage</li> <li>• Describe the causes of poor drainage</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Photographs</li> <li>• Diagrams in the student book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 136-139</li> <li>• Certificate F1 pg 108-109</li> <li>• Longhorn secondary Agriculture form 1 pg 133-134 Teachers guide pg 63-65</li> <li>• Gateway Agriculture revision paper 1 page 134-134</li> </ul>	
	2-3	Water supply irrigation and drainage	<p>Methods of drainage Water pollution</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe methods of drainage</li> <li>• Define water pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Describe methods of drainage</li> <li>• Defining water pollution</li> <li>• Explain how farming practices cause pollution</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Drawing in students book</li> <li>• Photographs</li> <li>• Polluted water</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 137-141</li> <li>• Certificate F1 pg 108-110</li> <li>• Longhorn</li> </ul>	

				<ul style="list-style-type: none"> <li>Explain how farming practices causes pollution</li> </ul>			<p>secondary Agriculture form 1 pg 135-138 Teachers guide pg 63-65</p> <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 1 page 136</li> </ul>	
11	1	Soil Fertility (organic) (Manures)	Soil fertility	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define soil fertility</li> <li>Explain the factor influencing soil fertility</li> </ul>	<ul style="list-style-type: none"> <li>Define soil fertility</li> <li>Explain factors influencing soil fertility</li> </ul>	<ul style="list-style-type: none"> <li>Soil samples</li> <li>Charts</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 140-144</li> <li>Certificate F1 pg 112-113</li> <li>Longhorn secondary Agriculture form 1 pg 140 Teachers guide pg 63-65</li> <li>Gateway Agriculture revision paper 1 page 136</li> </ul>	
	2-3	Soil Fertility	Soil Fertility	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain how soil fertility loses its fertility</li> <li>Describe how soil fertility can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how soil loses its fertility</li> <li>Describing how soil fertility is maintained</li> </ul>	<ul style="list-style-type: none"> <li>Leached soils</li> <li>Samples of fertile soil</li> <li>Eroded soil</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 143-146</li> <li>Certificate F1 pg 112-113</li> <li>Longhorn secondary Agriculture form 1</li> </ul>	



							pg 141-142 Teachers guide pg 68-69 <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 61-62</li> </ul>	
12	1	Organic manure	Definition importance	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define organic manures</li> <li>• Explain the importance of organic manure</li> </ul>	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Explanation of importance of organic manure</li> </ul>	<ul style="list-style-type: none"> <li>• Chalkboard</li> <li>• School farm</li> <li>• charts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 146-147</li> <li>• Certificate F1 pg 113</li> <li>• Longhorn secondary Agriculture form 1 pg 143-144 Teachers guide pg 69-71</li> <li>• Gateway Agriculture revision paper 1 page 62-63</li> </ul>	
	2-3	Organic Manure	Types of organic manure	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the 3 types of organic manure</li> <li>• Describe preparation of green manure</li> <li>• Describe preparation of</li> </ul>	<ul style="list-style-type: none"> <li>• Stating types of organic manure</li> <li>• Describing the preparation of green, farmyard and compost manure</li> </ul>	<ul style="list-style-type: none"> <li>• Sample of green manure</li> <li>• Sample of compost manure</li> <li>• Sample of farm yard</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 148-154</li> <li>• Certificate F1 pg 114-117</li> <li>• Longhorn secondary Agriculture form 1</li> </ul>	

				farmyard manure <ul style="list-style-type: none"> <li>Describe preparation of compost manure</li> </ul>			pg 145-150 Teachers guide pg 69-71 <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 1 page 63-64</li> <li>Top mark revision Agriculture for m 1 page 31-33</li> </ul>	
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**END OF TERM TWO EXAMINATIONS**

**AGRICULTURE FORM 1 SCHEMES OF WORK – TERM 3**

WE EK	LES SO N	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMA
1	1	Livestock Breeds	Importance of livestock	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Explain the importance of livestock to man</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the importance of livestock to man</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of livestock</li> <li>Livestock products e,g skin, milk</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 155</li> <li>Certificate Secondary Agriculture F1 pg 118</li> <li>Longhorn secondary Agriculture form 1 pg 152-153 Teachers guide pg</li> </ul>	

							<p>73-74</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 62-63</li> <li>• Top mark Agriculture page 173</li> </ul>	
	2-3	Livestock Breeds	<p>Cattle breeds</p> <ul style="list-style-type: none"> <li>• Exotic</li> <li>• indigenous</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• state examples of exotic and indigenous breeds</li> <li>• describe the characteristics of exotic and indigenous cattle</li> </ul>	<ul style="list-style-type: none"> <li>• stating examples</li> <li>• describing the characteristics of exotic and local cattle breeds</li> </ul>	<ul style="list-style-type: none"> <li>• charts</li> <li>• photographs</li> <li>• school farm</li> <li>• drawings from student books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 155</li> <li>• Certificate Secondary Agriculture F1 pg 118</li> <li>• Longhorn secondary Agriculture form 1 pg 152-153 Teachers guide pg 73-74</li> <li>• Gateway Agriculture revision paper 1 page 62-63</li> <li>• Top mark Agriculture page 173</li> </ul>	
2	1-3	Livestock breeds	<p>Dairy Cattle breeds</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify various</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the characteristics of cattle breeds</li> <li>• Drawing the</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Photographs</li> <li>• Drawing from the students</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 159-162</li> <li>• Certificate</li> </ul>	

				breeds <ul style="list-style-type: none"> <li>• Describe their characteristics</li> <li>• Draw and label the external parts of cattle</li> </ul>	external parts of the cattle <ul style="list-style-type: none"> <li>• Labeling the external parts of the cattle</li> <li>• Identifying various breeds</li> </ul>	book <ul style="list-style-type: none"> <li>• School farm</li> </ul>	Secondary Agriculture F1 pg 119-122 <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 1 pg 158-162 Teachers guide pg 73-77</li> <li>• Gateway Agriculture revision paper 1 page 1-4</li> <li>• Top mark Agriculture page 173</li> </ul>	
3	1-2	Livestock Breeds	Beef breeds	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Identify various breeds</li> <li>• Describe their characteristics</li> <li>• Draw the external parts of cattle</li> <li>• Label the external parts of the cattle</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying various breeds</li> <li>• Describing the characteristics of cattle breeds</li> <li>• Drawing external parts of cattle</li> <li>• Labeling the external parts of cattle</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Photographs</li> <li>• School farm</li> <li>• Drawings from the student's book.</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 162-165</li> <li>• Certificate Secondary Agriculture F1 pg 124-126</li> <li>• Longhorn secondary Agriculture form 1 pg 155-158 Teachers guide pg 73-77</li> <li>• Gateway Agriculture revision paper 1 page 3-4</li> </ul>	

	<b>3</b>	Livestock Breeds	Dual Purpose Breeds	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify various breeds</li> <li>• Describe their characteristics</li> <li>• Draw and label the external parts of the cattle</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying various breeds</li> <li>• Describing their characteristics</li> <li>• Drawing and labeling their external parts</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Photographs</li> <li>• Wall hangings showing dual breeds</li> <li>• School farm</li> <li>• Drawing from the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 164-165</li> <li>• Certificate Secondary Agriculture F1 pg 127-129</li> <li>• Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77</li> <li>• Gateway Agriculture revision paper 1 page 1-4</li> <li>• Top mark Agriculture page 75</li> </ul>	
<b>4</b>	<b>1-3</b>	Livestock Breeds	<p>Sheep breeds Wool sheep Mutton sheep Dual sheep</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify various breeds</li> <li>• Describe their characteristics</li> <li>• Draw the external parts of sheep</li> <li>• Labeling the external parts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the various breeds</li> <li>• Describing their characteristics</li> <li>• Drawing the external parts of the sheep</li> <li>• Labeling the external parts</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Photograph</li> <li>• School farm</li> <li>• Drawings from the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 174-179</li> <li>• Certificate Secondary Agriculture F1 pg 129-134</li> <li>• Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77</li> <li>• Gateway</li> </ul>	

								<p>Agriculture revision paper 1 page 8</p> <ul style="list-style-type: none"> <li>• Top mark Agriculture page 75-76</li> </ul>
5	1-3	Livestock breeds	<p>Goats Breeds</p> <ul style="list-style-type: none"> <li>• Milk</li> <li>• Meat</li> <li>• Hair</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• identify various breeds</li> <li>• describe their characteristics</li> <li>• draw the external parts of the goat</li> <li>• label the external parts of the goat</li> </ul>	<ul style="list-style-type: none"> <li>• identifying various breeds</li> <li>• describing the characteristics of goat breeds</li> <li>• drawing the external parts of the goat</li> </ul>	<ul style="list-style-type: none"> <li>• charts</li> <li>• photographs</li> <li>• drawing from the student books</li> <li>• school farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 179-182</li> <li>• Certificate Secondary Agriculture F1 pg 135-137</li> <li>• Longhorn secondary Agriculture form 1 pg 169-173 Teachers guide pg 73-77</li> <li>• Top mark Agriculture page 76</li> </ul>	
6	1-3	Livestock Breeds	<p>Pigs Breeds Bacon pork</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify various breeds of pigs</li> <li>• Describe their characteristics</li> <li>• Draw the external parts of pigs</li> <li>• Labeling the external parts of the goat</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying various breeds</li> <li>• Drawing the various external parts of a pig</li> <li>• Labeling the external parts</li> <li>• Describing the characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings from the students book</li> <li>• Photographs</li> <li>• Charts</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 165-171</li> <li>• Certificate Secondary Agriculture F1 pg 139-140</li> <li>• Longhorn secondary Agriculture form 1 pg 174-178</li> </ul>	

							<p>Teachers guide pg 73-77</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 5-6</li> <li>• Top mark Agriculture page 77</li> </ul>
7	1-3	Livestock Breeds	<p>Chicken</p> <ul style="list-style-type: none"> <li>• Light breeds</li> <li>• Heavy breeds</li> <li>• Dual purposes</li> <li>• hybrids</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• identify various breeds</li> <li>• describe their characteristics</li> <li>• draw the various external parts</li> <li>• draw the various external parts</li> <li>• label the various external parts</li> </ul>	<ul style="list-style-type: none"> <li>• identify various breeds</li> <li>• describing the characteristic of various breeds</li> <li>• drawing the external parts of chicken</li> <li>• labeling the various parts of the chicken</li> </ul>	<ul style="list-style-type: none"> <li>• school farm</li> <li>• photographs</li> <li>• charts</li> <li>• drawings from the students books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 171-174</li> <li>• Certificate Secondary Agriculture F1 pg 143-145</li> <li>• Longhorn secondary Agriculture form 1 pg 178-182 Teachers guide pg 73-77</li> <li>• Gateway Agriculture revision paper 1 page 6-7</li> <li>• Top mark Agriculture page 77</li> </ul>
8	1	Livestock breeds	<p>Rabbit breed Characteristics drawings</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify various breeds</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying various breeds</li> <li>• Describing their characteristics</li> <li>• Drawing the</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Charts</li> <li>• Drawings in the students book</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 182-184</li> <li>• Certificate Secondary Agriculture F1 pg</li> </ul>

				<ul style="list-style-type: none"> <li>Describe their characteristics</li> <li>Draw and label the external parts</li> </ul>	<p>external parts of rabbit</p> <ul style="list-style-type: none"> <li>Labeling the various parts</li> </ul>		<p>141-142</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77</li> <li>Top mark Agriculture page 78</li> </ul>	
	<b>2-3</b>	Livestock breeds	Camels, donkeys breeds Characteristics drawings	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify various breeds</li> <li>Describe characteristics</li> <li>Draw and label external parts of camels</li> </ul>	<ul style="list-style-type: none"> <li>Identifying various breeds</li> <li>Describing their characteristics</li> <li>Drawing external parts</li> <li>Labeling the various parts</li> </ul>	<ul style="list-style-type: none"> <li>Drawings in the students book</li> <li>School farm</li> <li>Charts</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 185-186</li> <li>Certificate Secondary Agriculture F1 pg 146-147</li> <li>Longhorn secondary Agriculture form 1 pg 186 Teachers guide pg 73-77</li> <li>Gateway Agriculture revision paper 1 page 10-11</li> <li>Top mark Agriculture page 78</li> </ul>	
<b>9</b>	<b>1</b>	Livestock breeds	<p>Terms used to describe livestock</p> <ul style="list-style-type: none"> <li>Age</li> </ul>	<p>By the end of the lesson, the learner should be able to</p>	<p>Explaining the various terms used to describe livestock</p>	<ul style="list-style-type: none"> <li>School farm</li> <li>Charts</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 164-165</li> <li>Longhorn</li> </ul>	





	<b>2-3</b>	Agricultural Economics	Farm records define Types of records importance	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define farm records</li> <li>• Explain the uses of farm records</li> <li>• Describe breeding and feeding records</li> </ul>	<ul style="list-style-type: none"> <li>• Defining farm records</li> <li>• Explaining uses of farm records</li> <li>• Describing breeding and feeding records</li> </ul>	<ul style="list-style-type: none"> <li>• Sample records</li> <li>• School farm</li> <li>• Sample records in students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 190-191,194-196</li> <li>• Certificate Secondary Agriculture F1 pg 150-156-158</li> <li>• Longhorn secondary Agriculture form 1 pg 193-196 Teachers guide pg 80-81</li> </ul>	
<b>11</b>	<b>1</b>	Agricultural Economics	Farm records <ul style="list-style-type: none"> <li>• Production records</li> <li>• Health records</li> <li>• Field records</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the farm records</li> <li>• Describing production health, field records</li> </ul>	<ul style="list-style-type: none"> <li>• Stating farm records</li> <li>• Describing production, health and field records</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams on students book</li> <li>• Charts</li> <li>• chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 193,197</li> <li>• Certificate Secondary Agriculture F1 pg 152-154</li> <li>• Longhorn secondary Agriculture form 1 pg 198-200 Teachers guide pg 80-81</li> <li>• Gateway Agriculture revision paper 1 page 1-4</li> <li>• Top mark Agriculture page 75</li> </ul>	

**END TERM THREE EXAMS**

**AGRICULTURE FORM 2 SCHEMES OF WORK – TERM 1**

WE EK	LES SON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
1	1	Soil Fertility	Essential elements	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>(a) List essential elements</li> <li>(b) Classify the essential elements</li> </ul>	<ul style="list-style-type: none"> <li>• Listing essential elements</li> <li>• Classifying the essential elements</li> </ul>	<ul style="list-style-type: none"> <li>• Students book</li> <li>• Charts on classification of essential minerals</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 1,6</li> <li>• Certificate Secondary Agriculture F2 pg 1-2</li> <li>• Longhorn secondary Agriculture form 2 pg 1-2 Teachers guide pg 33-36</li> <li>• Gateway Agriculture revision paper 1 page 37, 39</li> <li>• Top mark Agriculture page 37</li> </ul>	
	2-3	Soil Fertility (II)	Essential elements	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State the role of</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the role of macro-elements</li> <li>• Describing the deficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Tables in student books</li> <li>• Plant samples</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 1-5</li> <li>• Certificate</li> </ul>	

				<p>each macro-element</p> <ul style="list-style-type: none"> <li>Describe the deficiency symptoms of the macro-nutrients</li> </ul>	<p>symptoms of the macro-nutrients</p>		<p>Secondary Agriculture F2 pg 2-5</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 1 pg 2-12 Teachers guide pg 33-36</li> <li>Gateway Agriculture revision paper 1 page 1-4</li> <li>Top mark Agriculture page 37-38</li> </ul>
2	1	Soil Fertility (I)	Essential elements	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State the role of each micro-element</li> <li>Describe the deficiency symptoms of the macro-nutrients</li> </ul>	<ul style="list-style-type: none"> <li>Stating the role of micro nutrients</li> <li>Describing their deficiency symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Tables in the students book</li> <li>Plant samples</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 1 pg 6-7</li> <li>Certificate Secondary Agriculture F1 pg 1-2</li> <li>Longhorn secondary Agriculture form 1 pg 10-11 Teachers guide pg 33-36</li> <li>Gateway Agriculture revision paper 1 page 66-68</li> <li>Top mark Agriculture page 75</li> </ul>



	<b>2-3</b>	Soil Fertility (II)	Inorganic fertilizers	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Calculate the fertilizer grade</li> <li>• Calculate fertilizer ratio</li> <li>• Determine fertilizer amount per lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating fertilizer rates</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 6-7</li> <li>• Certificate Secondary Agriculture F1 pg 1-2</li> <li>• Longhorn secondary Agriculture form 1 pg 10-11 Teachers guide pg 33-36</li> <li>• Gateway Agriculture revision paper 1 page 66-68</li> <li>• Top mark Agriculture page 75</li> </ul>
<b>4</b>	<b>1</b>	Soil Fertility	Soil Sampling	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define soil sampling</li> <li>• Explain the sampling methods</li> <li>• Describe sampling procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Defining soil sampling</li> <li>• Explain the sampling methods</li> <li>• Describing sampling procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Soil samples</li> <li>• Students book</li> <li>• Polythene bags</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 20-21</li> <li>• Certificate Secondary Agriculture F1 pg 11</li> <li>• Longhorn secondary Agriculture form 2 pg 23-24 Teachers guide pg 39-41</li> <li>• Top mark Agriculture page 41-42</li> </ul>

	2-3	Soil Fertility	Soil testing	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define soil testing</li> <li>• Explain the importance of soil testing</li> <li>• Describe soil testing procedure</li> <li>• Explain how soil PH affects crop production</li> </ul>	<ul style="list-style-type: none"> <li>• Defining soil testing</li> <li>• Explaining the importance of soil testing</li> <li>• Describing soil testing procedure</li> <li>• Explaining how</li> </ul>	<ul style="list-style-type: none"> <li>• Test tubes</li> <li>• Diagrams in students book</li> <li>• Distilled water</li> <li>• Soil testing reagents</li> <li>• PH scale</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 22-26</li> <li>• Certificate Secondary Agriculture F1 pg 12-13</li> <li>• Longhorn secondary Agriculture form 1 pg 24-28 Teachers guide pg 39-41</li> <li>• Gateway Agriculture revision paper 1 page 71</li> <li>• Top mark Agriculture page 42</li> </ul>
5	1	Crop Production (II)	Planting materials	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe types of planting materials</li> <li>• State advantages and disadvantages of planting materials</li> </ul>	<ul style="list-style-type: none"> <li>• Describing types of planting materials</li> <li>• Stating the advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Seed samples</li> <li>• Vegetative parts</li> <li>• Students book</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 1 pg 27-28</li> <li>• Certificate Secondary Agriculture F1 pg 15-17</li> <li>• Longhorn secondary Agriculture form 1 pg 33-35 Teachers guide pg 45-46</li> <li>• Gateway Agriculture revision paper 1</li> </ul>

							page 28	
	<b>2-3</b>	Crop production (II)	Planting materials	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State various parts used for vegetative propagation</li> <li>• Describe various parts used for vegetative propagation</li> </ul>	<ul style="list-style-type: none"> <li>• Stating various parts</li> <li>• Describing various parts used for vegetative propagation</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Various vegetative parts</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 29-34</li> <li>• Certificate Secondary Agriculture F1 pg 15-17</li> <li>• Longhorn secondary Agriculture form 2 pg 35-40 Teachers guide pg 45-47</li> <li>• Gateway Agriculture revision paper 1 page 29-30</li> </ul>	
<b>6</b>	<b>1</b>	Crop Production (II)	Selection of planting materials	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Select planting materials</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting planting materials</li> </ul>	<ul style="list-style-type: none"> <li>• Tape measure</li> <li>• Student's books</li> <li>• School farm</li> <li>• Planting line</li> <li>• Seed dressers</li> <li>• Planting materials</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 34-35</li> <li>• Certificate Secondary Agriculture F1 pg 18-19</li> <li>• Longhorn secondary Agriculture form 2 pg 35-40 Teachers guide pg 47-48</li> <li>• Gateway Agriculture revision paper 1</li> </ul>	



							page 30	
	<b>2-3</b>	Crop Production (II)	<p>Preparation of Planting</p> <ul style="list-style-type: none"> <li>• Breaking seed dormancy</li> <li>• Dressing</li> <li>• Seed inoculation</li> <li>• chitin</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Prepare planting materials</li> <li>• Determine optimum planting time</li> <li>• Describe methods of planting</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing planting materials</li> <li>• Determining optimum planting time</li> <li>• Describing methods of planting</li> </ul>	<ul style="list-style-type: none"> <li>• Planting line</li> <li>• Tape measure</li> <li>• Planting materials</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 35-39</li> <li>• Certificate Secondary Agriculture F1 pg 20-22</li> <li>• Longhorn secondary Agriculture form 2 pg 49-50 Teachers guide pg 35-39</li> <li>• Gateway Agriculture revision paper 1 page 30-32</li> </ul>	
<b>7</b>	<b>1</b>	Crop production (II)	<p>Plant population</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Calculate plant population of various crops</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating plant population</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• School farm</li> <li>• Seeds for planting</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 29-34</li> <li>• Certificate Secondary Agriculture F1 pg 26</li> <li>• Longhorn secondary Agriculture form 2 pg 49-50 Teachers guide pg 50-51</li> <li>• Gateway Agriculture revision paper 1</li> </ul>	

							page 32	
	<b>2-3</b>	Crop Production (II)	Spacing seed rate planting depth	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State factors determining spacing, seed rate and depth</li> <li>• Explain the factors which determine spacing depth and seed rate</li> </ul>	<ul style="list-style-type: none"> <li>• Stating factors</li> <li>• Explaining factors which determine spacing, depth and seed rate</li> </ul>	<ul style="list-style-type: none"> <li>• Tape measure</li> <li>• School farm</li> <li>• Panga</li> <li>• Jembe</li> <li>• Students book diagram</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 42-45</li> <li>• Certificate Secondary Agriculture F1 pg 24-26</li> <li>• Longhorn secondary Agriculture form 2 pg 50-54 Teachers guide pg 51-52</li> <li>• Gateway Agriculture revision paper 1 page 32-33</li> </ul>	
<b>8</b>	<b>1</b>	Crop Production (III) Nursery practices	Nursery practices Nursery bed Seed bed Seedling bed	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define nursery practices</li> <li>• Describe nursery bed, seed bed and seedling bed</li> <li>• Distinguish between nursery, seedling and seed bed</li> </ul>	<ul style="list-style-type: none"> <li>• Garden tools</li> <li>• School farm</li> <li>• Nursery beds</li> <li>• Students book</li> <li>• Diagrams on the students book</li> <li>• charts</li> </ul>	<ul style="list-style-type: none"> <li>• garden tools</li> <li>• school farm</li> <li>• nursery beds</li> <li>• students book</li> <li>• diagrams on the students book</li> <li>• charts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 46</li> <li>• Certificate Secondary Agriculture F1 pg 28</li> <li>• Longhorn secondary Agriculture form 2 pg 56-57 Teachers guide pg 54-56</li> <li>• Gateway Agriculture revision paper 1</li> </ul>	

							page 34	
	2-3	Crop Production (III) Nursery Practices	Nursery bed Importance Site selection Vegetable nurseries	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>State the importance of nursery in crop propagation</li> <li>Select a suitable site for the nursery</li> <li>Prepare a nursery bed for vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Stating importance of nursery</li> <li>Selecting suitable sites for nursery</li> <li>Preparing nursery bed for vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Nursery beds</li> <li>School farm</li> <li>Diagrams from students books</li> <li>Garden tools</li> <li>Students books</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 46-49</li> <li>Certificate Secondary Agriculture F1 pg 28-29</li> <li>Longhorn secondary Agriculture form 2 pg 57-58 Teachers guide pg 54-56</li> <li>Gateway Agriculture revision paper 1 page 34-35</li> <li>Top mark Agriculture page 34</li> </ul>	
9	1	Crop Production (III) Nursery Practices	Nursery establishment	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Establish a vegetable nursery</li> <li>Establish a tree nursery</li> </ul>	<ul style="list-style-type: none"> <li>Establishing a vegetable and a tree nursery</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Diagrams from students book</li> <li>School farm</li> <li>School nurseries</li> <li>Boxes</li> <li>Grass</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 48-49</li> <li>Certificate Secondary Agriculture F1 pg 29-32</li> <li>Longhorn secondary Agriculture form 2 pg 58-60 Teachers guide pg 54-56</li> </ul>	

							<ul style="list-style-type: none"> <li>• Top mark Agriculture page 34</li> </ul>	
	<b>2-3</b>	Crop production (III)	Nursery Establishment	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Establish tea nursery using cuttings</li> <li>• Manage a nursery bed</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing tea nursery using cuttings</li> <li>• Managing nursery bed</li> </ul>	<ul style="list-style-type: none"> <li>• Tea cuttings photographs</li> <li>• School farm</li> <li>• Diagrams from students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 49-51</li> <li>• Certificate Secondary Agriculture F1 pg 30-32</li> <li>• Longhorn secondary Agriculture form 2 pg 60-62 Teachers guide pg 54-58</li> <li>• Gateway Agriculture revision paper 1 page 35</li> </ul>	
<b>10</b>	<b>1</b>	Crop production (III)	Grafting	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define grafting</li> <li>• Describe the methods of grafting</li> <li>• Give reasons for grafting</li> </ul>	<ul style="list-style-type: none"> <li>• Defining grafting</li> <li>• Describing methods of grafting</li> <li>• Giving reasons for grafting</li> </ul>	<ul style="list-style-type: none"> <li>• Knives</li> <li>• Grafting materials</li> <li>• Students book</li> <li>• Raising boxes</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 53-55</li> <li>• Certificate Secondary Agriculture F1 pg 35-36</li> <li>• Longhorn secondary Agriculture form 2 pg 64-65 Teachers guide pg 58-59</li> <li>• Gateway Agriculture</li> </ul>	

							revision paper 1 page 36 <ul style="list-style-type: none"> <li>• Top mark Agriculture page 35-36</li> </ul>	
	2-3		Budding	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define budding</li> <li>• Describe methods of budding</li> <li>• State the importance of budding</li> </ul>	<ul style="list-style-type: none"> <li>• Defining budding</li> <li>• Describing methods of budding</li> <li>• Giving reasons for budding</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Water</li> <li>• Budding materials</li> <li>• Students book</li> <li>• knives</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 55-58</li> <li>• Certificate Secondary Agriculture F1 pg 34-35</li> <li>• Longhorn secondary Agriculture form 2 pg 66-70 Teachers guide pg 57-59</li> <li>• Gateway Agriculture revision paper 1 page 36</li> <li>• Top mark Agriculture page 35</li> </ul>	
11	1	Crop Production (III)	layering	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define layering</li> <li>• Describe methods of layering</li> <li>• State the importance of layering</li> </ul>	<ul style="list-style-type: none"> <li>• Defining layering</li> <li>• Describing methods of layering</li> <li>• Giving importance of layering</li> </ul>	<ul style="list-style-type: none"> <li>• Peg</li> <li>• Strings</li> <li>• School farm</li> <li>• Root medium</li> <li>• Student books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 58-60</li> <li>• Certificate Secondary Agriculture F1 pg 41-44</li> <li>• Longhorn secondary</li> </ul>	

							<p>Agriculture form 2 pg 71-72 Teachers guide pg 59</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 36-37</li> <li>• Top mark Agriculture page 35</li> </ul>
2-3	Crop production (III)	Tissue culture Transplanting seedlings	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define tissue culture</li> <li>• Explain importance of tissue culture in crop propagation</li> <li>• Describe the procedure of transplanting seedlings</li> </ul>	<ul style="list-style-type: none"> <li>• Defining tissue culture</li> <li>• Explaining importance of tissue culture</li> <li>• Describing procedure of transplanting seedlings</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Garden trowel</li> <li>• School nursery</li> <li>• Seedlings</li> <li>• Diagrams</li> <li>• Students books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 61-66</li> <li>• Certificate Secondary Agriculture F1 pg 41-44</li> <li>• Longhorn secondary Agriculture form 2 pg 72-77 Teachers guide pg 60-61</li> <li>• Gateway Agriculture revision paper 1 page 36-37</li> <li>• Top mark Agriculture page 35</li> </ul>	

**END TERM ONE EXAMINATIONS**

**AGRICULTURE FORM 2 SCHEMES OF WORK – TERM 2**

WE EK	LES SON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMS
1	1	Crop Production (IV) Field practices	Crop Rotation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define crop rotation</li> <li>• Explain the importance of crop rotation</li> <li>• State principles of crop rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Defining crop rotation</li> <li>• Explaining the importance of crop rotation</li> <li>• Stating principles of crop rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• School farm</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 67-68</li> <li>• Certificate Secondary Agriculture F1 pg 50</li> <li>• Teachers guide pg 59</li> <li>• Gateway Agriculture revision paper 1 page 40</li> <li>• Top mark Agriculture page 43</li> </ul>	
	2-3	Crop production (IV) field practices	Crop Rotation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Identify factors influencing crop rotation</li> <li>• Draw a crop rotation programme</li> <li>• Distinguish terms used in crop farming</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying factors influencing crop rotation</li> <li>• Drawing a crop rotation programme</li> <li>• Distinguishing terms used in crop farming</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Charts</li> <li>• School farm</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 69-71</li> <li>• Certificate Secondary Agriculture F1 pg 50-51</li> <li>• Longhorn secondary Agriculture form 2 pg 79-80</li> <li>• Teachers guide pg 84-88</li> <li>• Gateway Agriculture revision paper 1</li> </ul>	

							page 40-42	
2	1	Field Practices	Mulching	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define mulching</li> <li>• State the importance of mulching</li> </ul>	<ul style="list-style-type: none"> <li>• Defining mulching</li> <li>• Stating the importance of mulching</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of mulch</li> <li>• School farm</li> <li>• Photograph in students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 71-72</li> <li>• Certificate Secondary Agriculture F1 pg 51-52</li> <li>• Longhorn secondary Agriculture form 2 pg 82-84 Teachers guide pg 59</li> <li>• Gateway Agriculture revision paper 1 page 36-37</li> <li>• Top mark Agriculture page 43</li> </ul>	
	2-3	Field Practices	Routine Field practices Thinning Gapping Training	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State the various routine practices</li> <li>• Describe importance of field practices</li> <li>• Carry out field practices</li> </ul>	<ul style="list-style-type: none"> <li>• Stating various routine practices</li> <li>• Describing importance of field practices</li> <li>• Carrying out field practices</li> </ul>	<ul style="list-style-type: none"> <li>• School farm</li> <li>• Pruning saw</li> <li>• Pruning knives</li> <li>• Jembes</li> <li>• Diagrams in students book</li> <li>• wire</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 72-74</li> <li>• Certificate Secondary Agriculture F1 pg 52-54</li> <li>• Longhorn secondary Agriculture form 2 pg 88-90 Teachers guide pg 67-68</li> </ul>	



							<ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 36-37</li> <li>• Top mark Agriculture page 44</li> </ul>
<b>3</b>	<b>1</b>	Field Practices	Pruning	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define pruning</li> <li>• Give reasons for pruning</li> <li>• Describe procedure of pruning</li> </ul>	<ul style="list-style-type: none"> <li>• Defining pruning</li> <li>• Giving reasons for pruning</li> <li>• Describing the procedure of pruning</li> </ul>	<ul style="list-style-type: none"> <li>• Running tools</li> <li>• School farm</li> <li>• Diagrams in the students book</li> <li>• secateurs</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 73-75</li> <li>• Certificate Secondary Agriculture F2 pg 41-44</li> <li>• Longhorn secondary Agriculture form 2 pg 91-93 Teachers guide pg 67-68</li> <li>• Gateway Agriculture revision paper 1 page 42-43</li> <li>• Top mark Agriculture page 44</li> </ul>
	<b>2-3</b>	Field practices	Tea Pruning	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe methods of pruning in tea</li> <li>• Describe plucking table formation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe methods of pruning in tea</li> <li>• Describing the plucking table formation</li> <li>• Note taking</li> <li>• Demonstration of plucking table formation</li> </ul>	<ul style="list-style-type: none"> <li>• Pegs</li> <li>• Rings</li> <li>• School farm</li> <li>• Charts</li> <li>• Diagrams in the students book</li> <li>• Photographs farms</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 76-80</li> <li>• Certificate Secondary Agriculture F2 pg 54-57</li> <li>• Longhorn secondary</li> </ul>

							<p>Agriculture form 2 pg 93-96 Teachers guide pg 67-68</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 43</li> </ul>	
4	1	Field practices	Coffee pruning	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Give reasons for pruning coffee</li> <li>• Describing the methods of pruning coffee</li> </ul>	<ul style="list-style-type: none"> <li>• Giving reasons for pruning coffee</li> <li>• Describing the methods of pruning coffee</li> </ul>	<ul style="list-style-type: none"> <li>• Farms</li> <li>• Photographs</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 81-84</li> <li>• Certificate Secondary Agriculture F2 pg 57-59</li> <li>• Longhorn secondary Agriculture form 2 pg 96-98 Teachers guide pg 67-68</li> <li>• Gateway Agriculture revision paper 1 page 43-44</li> </ul>	
	2-3	Field practices	<p>Pruning in bananas Pruning pyrethrum Earthling up Weed control Pest and disease control</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe how to carry out the routine field practices</li> <li>• State the importance of each practices</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the importance of various practices</li> <li>• Describing how to carry out the routine field practices</li> </ul>		<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 85-87</li> <li>• Certificate Secondary Agriculture F2 pg 60</li> <li>• Longhorn secondary Agriculture form 2</li> </ul>	

							pg 98-101 Teachers guide pg 67-68 <ul style="list-style-type: none"> <li>• Top mark Agriculture page 44</li> </ul>	
5	1	Field Practices	Harvesting	By the end of the lesson, the end of the learner should be able to <ul style="list-style-type: none"> <li>• State the stage of harvesting</li> <li>• Explain timing of harvesting</li> <li>• Describe the methods of harvesting</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the stage of harvesting</li> <li>• Explaining timing of harvesting</li> <li>• Describing harvesting methods</li> </ul>	<ul style="list-style-type: none"> <li>• Crops</li> <li>• Photographs in students book</li> <li>• Diagrams in the students book</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 73-75</li> <li>• Certificate Secondary Agriculture F2 pg 60</li> <li>• Longhorn secondary Agriculture form 2 pg 101-104 Teachers guide pg 68</li> <li>• Top mark Agriculture page 44-45</li> </ul>	
	2-3	Field Practices	Post harvesting practices	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• explain post harvesting practices</li> <li>• state importance of storage</li> <li>• describe storage methods</li> </ul>	<ul style="list-style-type: none"> <li>• explaining post harvesting practices</li> <li>• stating importance of storage</li> <li>• describing harvesting methods</li> </ul>	<ul style="list-style-type: none"> <li>• crops</li> <li>• photographs in students book</li> <li>• diagrams in the students book</li> <li>• school farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 90-94</li> <li>• Certificate Secondary Agriculture F2 pg 60-66</li> <li>• Longhorn secondary Agriculture form 2 pg 103-105 Teachers guide pg</li> </ul>	

							67-68 <ul style="list-style-type: none"> <li>• Top mark Agriculture page 45</li> </ul>	
6	1	Crop production (V) vegetables	Cabbages/kales	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State importance of vegetables</li> <li>• Describe the production of the vegetable crop from nursery to harvesting</li> <li>• Keep crop production records</li> <li>• Market the vegetable produce</li> </ul>	<ul style="list-style-type: none"> <li>• Stating importance of vegetables</li> <li>• Describing vegetable production</li> <li>• Keeping crop production record</li> <li>• marketing the vegetable produce</li> </ul>	<ul style="list-style-type: none"> <li>• pesticides</li> <li>• herbicides</li> <li>• fertilizers</li> <li>• photographs</li> <li>• students book</li> <li>• school farm</li> <li>• crops</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 96-99</li> <li>• Certificate Secondary Agriculture F2 pg 74-78</li> <li>• Longhorn secondary Agriculture form 2 pg 107-111 Teachers guide pg 72-75</li> <li>• Gateway Agriculture revision paper 1 page 47-48</li> <li>• Top mark Agriculture page 45</li> </ul>	
	2-3	Crop production (V) vegetable	Cabbages/Kales	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State importance of vegetables</li> <li>• Describe the production of the vegetable crops from nursery to harvesting</li> <li>• Keep crop production records</li> </ul>	<ul style="list-style-type: none"> <li>• Stating importance of vegetables</li> <li>• Describing vegetable production</li> <li>• Keeping crop production records</li> <li>• Marketing the vegetable produce</li> </ul>	<ul style="list-style-type: none"> <li>• Pesticides</li> <li>• Herbicides</li> <li>• Fertilizers</li> <li>• Photographs</li> <li>• Diagrams from the students book</li> <li>• Crops</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 96-99</li> <li>• Certificate Secondary Agriculture F2 pg 60-66</li> <li>• Longhorn secondary Agriculture form 2</li> </ul>	

				<ul style="list-style-type: none"> <li>Market the vegetable produce</li> </ul>			<p>pg 107-111 Teachers guide pg 72-75</p> <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 1 page 47-48</li> </ul>	
7	1	Crop production (V) vegetables production	Tomatoes	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State the importance of tomatoes</li> <li>Describe the production of tomatoes from nursery to harvesting</li> <li>Keep crop production records</li> <li>Market the produce</li> </ul>	<ul style="list-style-type: none"> <li>Stating the importance of tomatoes</li> <li>Describing tomatoes production</li> <li>Keeping crop production records</li> <li>Marketing the produce</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Students book</li> <li>School farm</li> <li>Garden tools</li> <li>Pesticides</li> <li>Herbicides</li> <li>fertilizers</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 100-106</li> <li>Certificate Secondary Agriculture F2 pg 67-71</li> <li>Longhorn secondary Agriculture form 2 pg 112-115 Teachers guide pg 67-68</li> <li>Gateway Agriculture revision paper 1 page 48-49</li> </ul>	
	2-3	Crop production (V) vegetable production	Carrots onions	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State importance of carrots and onions</li> <li>Describe the production of tomatoes from nursery to harvesting</li> </ul>	<ul style="list-style-type: none"> <li>Stating the importance of carrots &amp; onions</li> <li>Describing their production</li> <li>Keeping crop production records</li> <li>Marketing the produce</li> </ul>	<ul style="list-style-type: none"> <li>School farm</li> <li>Garden tools</li> <li>Pesticides</li> <li>Herbicides</li> <li>Fertilizers</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 90-94</li> <li>Certificate Secondary Agriculture F2 pg 60-66</li> <li>Longhorn secondary Agriculture form 2</li> </ul>	

				<ul style="list-style-type: none"> <li>• Keep crop production records</li> <li>• Market the produce</li> </ul>			<p>pg 103-105 Teachers guide pg 67-68</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 42-43</li> <li>• Top mark Agriculture page 48-49</li> </ul>	
8	1	Livestock Health (I) Disease	Health disease	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define health and disease</li> <li>• State the importance of livestock health</li> <li>• State the predisposing factors of diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Defining health and disease</li> <li>• Stating the importance of livestock health</li> <li>• Stating the predisposing factors of diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Livestock species</li> <li>• Farm</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 115-119</li> <li>• Certificate Secondary Agriculture F2 pg 82-85</li> <li>• Longhorn secondary Agriculture form 2 pg 121-122 Teachers guide pg 77</li> <li>• Gateway Agriculture revision paper 1 page 52</li> <li>• Top mark Agriculture page 80</li> </ul>	
	2-3	Livestock health (i) disease	Signs of ill/good health in livestock	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe signs of sickness in livestock</li> </ul>	<ul style="list-style-type: none"> <li>• Describing signs of sickness in livestock</li> <li>• Describing signs of good health in livestock</li> </ul>	<ul style="list-style-type: none"> <li>• Livestock species</li> <li>• Farm animals</li> <li>• Diagrams in the students book</li> <li>• Farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 116-119</li> <li>• Certificate Secondary</li> </ul>	

				<ul style="list-style-type: none"> <li>Describe signs of good health in livestock</li> </ul>			<p>Agriculture F2 pg 82-85</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 2 pg 123-124 Teachers guide pg 77</li> <li>Top mark Agriculture page 80</li> </ul>	
9	1	Livestock Health (Disease)	<p>Classification of livestock diseases</p> <p>Causes of livestock diseases</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain the causes of livestock diseases</li> <li>Classify livestock diseases</li> </ul>	<ul style="list-style-type: none"> <li>Explaining causes of livestock diseases</li> <li>Classifying livestock diseases</li> </ul>	<ul style="list-style-type: none"> <li>Student book</li> <li>Chart</li> <li>Farm animals</li> <li>Tables in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 120-125</li> <li>Certificate Secondary Agriculture F2 pg 86-88</li> <li>Longhorn secondary Agriculture form 2 pg 123-124 Teachers guide pg 77</li> <li>Gateway Agriculture revision paper 1 page 52-53</li> </ul>	
	2-3	Livestock Health (disease)	<p>General methods of disease control</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the various methods of disease control</li> <li>Carry out disease control measures</li> </ul>	<ul style="list-style-type: none"> <li>Describing methods of disease control</li> <li>Carrying out disease control</li> </ul>	<ul style="list-style-type: none"> <li>Livestock tolls</li> <li>Farm animals</li> <li>Students book</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 125-128</li> <li>Certificate Secondary Agriculture F2 pg</li> </ul>	

							89-91 <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 2 pg 126-127 Teachers guide pg 78-79</li> <li>• Top mark Agriculture page 80</li> </ul>	
10	1-3	Livestock Health (Disease)	Appropriate methods of handling livestock	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the reasons why animals are handled</li> <li>• Explain the reasons why animals are handled</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the reasons</li> <li>• Explaining the reasons why animals are handles</li> </ul>	<ul style="list-style-type: none"> <li>• Farms animals</li> <li>• Charts</li> <li>• Diagrams in students book</li> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 129</li> <li>• Certificate Secondary Agriculture F2 pg 92</li> <li>• Longhorn secondary Agriculture form 2 pg 128-133 Teachers guide pg 79-80</li> <li>• Gateway Agriculture revision paper 1 page 54</li> <li>• Top mark Agriculture page 81</li> </ul>	
11	1-3	Livestock Health (Disease)	Appropriate methods of handling livestock	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State various methods of handling livestock</li> <li>• Demonstrate a</li> </ul>	<ul style="list-style-type: none"> <li>• Stating various methods of handling livestock</li> <li>• Demonstrating a caring attitude towards livestock0</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams in the students books</li> <li>• Farm animals photographs</li> <li>• Charts</li> <li>• Students books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 129-132</li> <li>• Certificate Secondary Agriculture F2 pg</li> </ul>	



				<p>caring attitude towards livestock</p>			<p>95-96</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 2 pg 128-133 Teachers guide pg 79-80</li> <li>Gateway Agriculture revision paper 1 page 54</li> </ul>	
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**END TERM TWO EXAMINATIONS**

**AGRICULTURE FORM 2 SCHEMES OF WORK – TERM 3**

WE EK	LES SON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
1	1	Livestock Health II (Parasites)	Host parasite relationship	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define parasites</li> <li>Explain their effects on host</li> </ul>	<ul style="list-style-type: none"> <li>Defining a parasite</li> <li>Explaining the effects of parasites</li> </ul>	<ul style="list-style-type: none"> <li>Farm animals</li> <li>Parasite specimen students book</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 133-134</li> <li>Certificate Secondary Agriculture F2 pg 98</li> <li>Longhorn secondary Agriculture form 2 pg 134 Teachers guide pg 83</li> </ul>	

							<ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 56</li> </ul>
	<b>2-3</b>	Livestock Health (II) parasites	Types of parasites – External parasites ticks	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify types of ticks</li> <li>• Describe the life cycle of the parasite</li> <li>• Identify the livestock attacked</li> <li>• State the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of ticks</li> <li>• Describing the life cycle of the parasite</li> <li>• Identifying the livestock attacked stating the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Parasite specimen</li> <li>• Photographs</li> <li>• Students book</li> <li>• Farm animals</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 138-143</li> <li>• Certificate Secondary Agriculture F2 pg 98-102</li> <li>• Longhorn secondary Agriculture form 2 pg 135-139 Teachers guide pg 83-85</li> <li>• Gateway Agriculture revision paper 1 page 56-58</li> <li>• Top mark Agriculture page 82</li> </ul>
<b>2</b>	<b>1</b>	Livestock Health (Parasites)	External parasites Tsetse fly mites	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the life cycle of parasite</li> <li>• Identify the livestock attacked</li> <li>• State the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the life cycle of the parasite</li> <li>• Identifying the livestock attacked</li> <li>• Stating the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Parasites specimen</li> <li>• Students book</li> <li>• Photographs</li> <li>• Diagrams from the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 134-135</li> <li>• Certificate Secondary Agriculture F2 pg 103,104,107</li> <li>• Longhorn secondary Agriculture form 2</li> </ul>

							<p>pg 139-141 Teachers guide pg 83-85</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 52</li> </ul>	
	<b>2-3</b>	Livestock health (Parasites)	<p>External parasites</p> <ul style="list-style-type: none"> <li>• Lice</li> <li>• keds</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• describe the life cycle of the parasite</li> <li>• identify the livestock attacked</li> <li>• state the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• describing the life cycle of parasite</li> <li>• identifying the livestock attacked</li> <li>• stating the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• farm animals</li> <li>• parasites specimen</li> <li>• students book</li> <li>• photographs</li> <li>• diagrams from the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 136-138</li> <li>• Certificate Secondary Agriculture F2 pg 105-107</li> <li>• Longhorn secondary Agriculture form 2 pg 141-142 Teachers guide pg 83-85</li> <li>• Gateway Agriculture revision paper 1 page 56-58</li> </ul>	
<b>3</b>	<b>1</b>	Livestock (Parasites)	<p>Internal parasites Liver flukes (Trematodes)</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the life cycle of the parasites</li> <li>• Identify the livestock attacked</li> <li>• State the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the life cycle of the parasites</li> <li>• Identifying the livestock attacked</li> <li>• Stating the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Parasites specimens</li> <li>• Student books</li> <li>• Photographs</li> <li>• charts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 151-154</li> <li>• Certificate Secondary Agriculture F2 pg 110-113</li> <li>• Longhorn secondary Agriculture form 2</li> </ul>	

							<p>pg 142-144 Teachers guide pg 84-85</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 1 page 56-58</li> <li>• Top mark Agriculture page 83</li> </ul>	
	<b>2-3</b>	Livestock Health (Parasites)	Internal parasites Tape worms	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the life cycle of the parasite</li> <li>• Identify the livestock attacked</li> <li>• State the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the life cycle of the parasite</li> <li>• Identifying the livestock attacked</li> <li>• Stating the control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Farm animals</li> <li>• Parasites specimens</li> <li>• Students book</li> <li>• Photographs</li> <li>• Tables on the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 144-148</li> <li>• Certificate Secondary Agriculture F2 pg 108-110</li> <li>• Longhorn secondary Agriculture form 2 pg 144-146 Teachers guide pg 83-85</li> <li>• Gateway Agriculture revision paper 1 page 60</li> <li>• Top mark Agriculture page 83</li> </ul>	
<b>4</b>	<b>1</b>	Livestock health (Parasites)	Internal parasites Round worms	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the life cycle of the</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the life cycle of the parasite</li> <li>• Identifying the livestock attacked</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Parasite specimen</li> <li>• Students book</li> <li>• photographs</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 149-151</li> <li>• Certificate</li> </ul>	

				<ul style="list-style-type: none"> <li>parasite</li> <li>Identify the livestock attacked</li> <li>State the control measures</li> </ul>	<ul style="list-style-type: none"> <li>Stating the control measures</li> </ul>		<ul style="list-style-type: none"> <li>Secondary Agriculture F2 pg 112-113</li> <li>Longhorn secondary Agriculture form 2 pg 146-147 Teachers guide pg 83-85</li> <li>Top mark Agriculture page 84</li> </ul>
	<b>2-3</b>	Livestock health (parasites)	Principles of controlling Endoparasites Treatment Drug administration	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain factors to consider when controlling endoparasites</li> <li>Describe methods of administration of drugs</li> <li>State the rules that are followed in treatment of parasites</li> </ul>	<ul style="list-style-type: none"> <li>Explaining factors considered in controlling endoparasites</li> <li>Describing methods of drug administration</li> <li>Stating the rules followed in treatment of parasites</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 154-155</li> <li>Certificate Secondary Agriculture F2 pg 113-114</li> </ul>
<b>5</b>	<b>1</b>	Livestock production nutrition (II)	Components of food	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define nutrition</li> <li>Explain major components of food</li> </ul>	<ul style="list-style-type: none"> <li>Defining nutrition</li> <li>Explaining major food components</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Chalkboard</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 158</li> <li>Certificate Secondary Agriculture F2 pg 115</li> <li>Longhorn secondary</li> </ul>

							<p>Agriculture form 2 pg 148-149 Teachers guide pg 83-85</p> <ul style="list-style-type: none"> <li>• Top mark Agriculture page 85</li> </ul>	
	<b>2-3</b>	Livestock Nutrition	<p>Food nutrients</p> <ul style="list-style-type: none"> <li>• Water</li> <li>• Carbohydrate</li> <li>• fats</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• describe the food nutrients</li> <li>• describe the feed nutrients</li> <li>• explaining the functions of each feed</li> </ul>	<ul style="list-style-type: none"> <li>• describing the feed nutrients</li> <li>• explaining the functions of each feed</li> </ul>	<ul style="list-style-type: none"> <li>• students book</li> <li>• samples of feed nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 159-161</li> <li>• Certificate Secondary Agriculture F2 pg 115-116,118</li> <li>• Longhorn secondary Agriculture form 2 pg 149-152 Teachers guide pg 81-82</li> <li>• Gateway Agriculture revision paper 2 page 12</li> <li>• Top mark Agriculture page 85-86</li> </ul>	
<b>6</b>	<b>1</b>	Livestock production (II) nutrition	<p>Feed nutrients</p> <ul style="list-style-type: none"> <li>• Proteins</li> <li>• minerals</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• explain the functions of each food</li> <li>• describe the food nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• explaining functions of each food</li> <li>• describing food nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• Feed specimen</li> <li>• Photographs</li> <li>• Farm stores</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 163-165</li> <li>• Certificate Secondary Agriculture F2 pg</li> </ul>	

							<ul style="list-style-type: none"> <li>117</li> <li>Longhorn secondary Agriculture form 2 pg 157 Teachers guide pg 89-92</li> <li>Gateway Agriculture revision paper 2 page 13</li> <li>Top mark Agriculture page 86</li> </ul>	
	<b>2-3</b>	Livestock Production (II) Nutrition	Food nutrients vitamins	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State various types of vitamins</li> <li>Explain the importance of vitamins</li> <li>Describe the food nutrients</li> </ul>	<ul style="list-style-type: none"> <li>Stating various types of vitamins</li> <li>Explaining the importance of vitamins</li> <li>Describing the food nutrients</li> </ul>	<ul style="list-style-type: none"> <li>Food store</li> <li>Photographs of animals with deficiency</li> <li>Feed specimen</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 163-165</li> <li>Certificate Secondary Agriculture F2 pg 117</li> <li>Longhorn secondary Agriculture form 2 pg 157 Teachers guide pg 89-92</li> <li>Gateway Agriculture revision paper 2 page 13</li> <li>Top mark Agriculture page 86</li> </ul>	
<b>7</b>	<b>1</b>	Livestock production (II)	Foods and foodstuffs	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> <li>Stating the classes of food stuffs</li> </ul>	<ul style="list-style-type: none"> <li>food stuffs</li> <li>food store</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2</li> </ul>	

		nutrition	<ul style="list-style-type: none"> <li>roughages</li> </ul>	<p>to</p> <ul style="list-style-type: none"> <li>state the classifications of animals food</li> <li>identify the food stuffs</li> <li>state the characteristics of foodstuffs</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the food stuffs</li> <li>Stating the characteristics of food stuffs</li> </ul>	<ul style="list-style-type: none"> <li>photographs</li> <li>Students book</li> </ul>	<p>pg 169-170</p> <ul style="list-style-type: none"> <li>Certificate Secondary Agriculture F2 pg 118-119</li> <li>Longhorn secondary Agriculture form 2 pg 162-163 Teachers guide pg 89-92</li> <li>Gateway Agriculture revision paper 2 page 14-15</li> <li>Top mark Agriculture page 86</li> </ul>	
	<b>2-3</b>	Livestock production (II) nutrition	<p>Foods and foods stuffs</p> <ul style="list-style-type: none"> <li>Concentrates</li> <li>Proteins</li> <li>Carbohydrate</li> <li>Mixed succulents</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify the food stuffs</li> <li>State their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the food stuffs</li> <li>Stating the characteristics of the food stuffs</li> </ul>	<ul style="list-style-type: none"> <li>Food stuffs</li> <li>Students book</li> <li>Food store</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 171</li> <li>Certificate Secondary Agriculture F2 pg 117</li> <li>Longhorn secondary Agriculture form 2 pg 163-164 Teachers guide pg 89-92</li> <li>Gateway Agriculture revision paper 2 page 15</li> <li>Top mark Agriculture page 86-</li> </ul>	



							87	
8	1	Livestock production (II) nutrition	Concept of rationing Terms used to express food values	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the terms used to express food values</li> <li>• Explain the various terms</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the terms used to express food values</li> <li>• Explaining the various terms</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Students book</li> <li>• Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 172-175</li> <li>• Certificate Secondary Agriculture F2 pg 125</li> <li>• Longhorn secondary Agriculture form 2 pg 162-164 Teachers guide pg 89-92</li> <li>• Top mark Agriculture page 87</li> </ul>	
	2-3	Livestock production (II) Nutrition	Ratio computation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Explain the process of ration computation</li> <li>• Stating the methods</li> <li>• Compute a livestock station</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the methods</li> <li>• Explaining the process of ration computation</li> <li>• Computing livestock ration</li> </ul>	<ul style="list-style-type: none"> <li>• geometric set</li> <li>• Students book</li> <li>• Charts</li> <li>• Tables in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 176-179</li> <li>• Certificate Secondary Agriculture F2 pg 126-128</li> <li>• Longhorn secondary Agriculture form 2 pg 166-169 Teachers guide pg 89-92</li> <li>• Gateway Agriculture revision paper 2</li> </ul>	

							page 16-17 • Top mark Agriculture page 87-88	
9	1	Livestock production (II) nutrition	Digestion in livestock	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define digestion</li> <li>• Describe the process of digestion generally</li> </ul>	<ul style="list-style-type: none"> <li>• Defining digestion</li> <li>• Describing the process of digestion</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Diagrams in the students book</li> <li>• Specimens of digestive systems</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 179-182</li> <li>• Certificate Secondary Agriculture F2 pg 120-121</li> <li>• Longhorn secondary Agriculture form 2 pg 173-175 Teachers guide pg 89-92</li> <li>• Top mark Agriculture page 88</li> </ul>	
	2-3	Livestock production (II) nutrition	Digestion in non-ruminants (Pigs)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe digestion and digestive system of a pig</li> </ul>	<ul style="list-style-type: none"> <li>• Describing digestion and the digestive system of a pig</li> <li>• Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Specimens of digestive systems</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 2 pg 182-184</li> <li>• Certificate Secondary Agriculture F2 pg 121-122</li> <li>• Longhorn secondary Agriculture form 2 pg 172-173 Teachers guide pg 89-92</li> </ul>	

10	1	Livestock production (II) nutrition	Digestion in poultry	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe digestion and digestive system of poultry</li> </ul>	<ul style="list-style-type: none"> <li>Describing digestion and digestive system of poultry</li> <li>Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in the students book</li> <li>Specimen of the digestive system chart</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 185</li> <li>Certificate Secondary Agriculture F2 pg 123-124</li> <li>Longhorn secondary Agriculture form 2 pg 170-172 Teachers guide pg 89-92</li> <li>Gateway Agriculture revision paper 2 page 18-19</li> <li>Top mark Agriculture page 90</li> </ul>	
	2-3	Livestock production (II) nutrition	Differences and similarities in 60 <sup>th</sup> ruminant and ruminant digestive systems	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State the differences &amp; similarities in both ruminant and non-ruminant digestive systems</li> </ul>	<ul style="list-style-type: none"> <li>Stating the differences and similarities both in ruminant and non-ruminant digestive system</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in the students book</li> <li>Specimens of digestive system chart</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 2 pg 186-188</li> <li>Certificate Secondary Agriculture F2 pg 123-124</li> <li>Longhorn secondary Agriculture form 2 pg 175-176 Teachers guide pg 89-92</li> <li>Gateway Agriculture</li> </ul>	

							revision paper 2 page 13 • Top mark Agriculture page 90
11	1-3	Livestock production (II) nutrition	Appropriate livestock Landing techniques while feeding	By the end of the lesson, the learner should be able to • Handle livestock appropriately while feeding	• Handling livestock appropriately	• Farm animals • Charts • Farm structures • Students book • Diagrams from the students book	• KLB secondary Agriculture form 2 pg 129-132 • Certificate Secondary Agriculture F2 pg 128-131 • Longhorn secondary Agriculture form 2 pg 176-178 Teachers guide pg 89-92

**END TERM THREE EXAMS**

**AGRICULTURE FORM 3 SCHEMES OF WORK – TERM 1**

1	1	Livestock Production (III) selection	Reproduction and reproductive systems in cattle	By the end of the lesson, the learner should be able to • describe reproduction and reproductive systems in cattle	• Describing reproduction and reproductive systems in cattle • drawing reproductive systems in cattle	• charts • diagrams in students book • farm animals	• KLB secondary Agriculture form 3 pg 1-6 • Certificate Secondary Agriculture F2 pg 123-124 • Longhorn
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							secondary Agriculture form 3 pg 1-5 Teachers guide pg 37-38 <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 21-23</li> <li>• Top mark Agriculture page 91-92</li> </ul>	
	<b>2</b>	Livestock production (III) selection and Breeding	Reproduction and reproductive systems in poultry	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe reproduction and reproductive systems in poultry</li> </ul>	<ul style="list-style-type: none"> <li>• Describing reproduction and reproductive systems in poultry</li> <li>• Drawing reproduction system in poultry</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Farm animals</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 6-8</li> <li>• Certificate Secondary Agriculture F2 pg 123-124</li> <li>• Longhorn secondary Agriculture form 3 pg 6-8 Teachers guide pg 37-38</li> <li>• Gateway Agriculture revision paper 2 page 23-24</li> <li>• Top mark Agriculture page 92</li> </ul>	
	<b>3-4</b>	Livestock production selection and Breeding	Selection of dairy and beef cattle	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> <li>• Defining selection</li> <li>• Describing selection of the</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3</li> </ul>	

				<ul style="list-style-type: none"> <li>Define selection</li> <li>Describe selection of the breeding of stock in cattle</li> </ul>	<p>breeding stock in cattle</p> <ul style="list-style-type: none"> <li>Drawings in students book</li> </ul>	<ul style="list-style-type: none"> <li>charts</li> </ul>	<p>pg 8-9</p> <ul style="list-style-type: none"> <li>Certificate Secondary Agriculture F2 pg 123-124</li> <li>Longhorn secondary Agriculture form 3 pg 8-10 Teachers guide pg 38-39</li> <li>Gateway Agriculture revision paper 2 page 24</li> <li>Top mark Agriculture page 91-92</li> </ul>	
2	1	Livestock selection and breeding	Selection of sheep and goats	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe selection of the breeding stock</li> </ul>	<ul style="list-style-type: none"> <li>Describing selection of the breeding stock</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Farm animals</li> <li>Diagrams in students book</li> <li>charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 8-9</li> <li>Certificate Secondary Agriculture F2 pg 123-124</li> <li>Longhorn secondary Agriculture form 3 pg 11-12 Teachers guide pg 37-38</li> </ul>	
	2		Selection of pigs and camels	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> <li>Describing the breeding stock</li> <li>Note taking</li> </ul>	<ul style="list-style-type: none"> <li>Farm animals</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3</li> </ul>	

				<ul style="list-style-type: none"> <li>Describe selection of the breeding stock</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions</li> </ul>		<ul style="list-style-type: none"> <li>pg 1-6</li> <li>Certificate Secondary Agriculture F2 pg 123-124</li> <li>Longhorn secondary Agriculture form 3 pg 1-5 Teachers guide pg 37-38</li> <li>Gateway Agriculture revision paper 2 page 21-23</li> <li>Top mark Agriculture page 91-92</li> </ul>	
	<b>3-4</b>	Livestock section and breeding	Selection of breeding Methods of selection	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State factors considered when selecting a breeding stock</li> <li>Describe the methods in selection</li> <li>Define breeding</li> <li>Explaining the importance of breeding</li> </ul>	<ul style="list-style-type: none"> <li>Stating factors considered in selection</li> <li>Describing the various methods used</li> <li>Defining breeding</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Chalkboard</li> <li>Diagrams on students book</li> <li>Farm animals</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 11-16</li> <li>Certificate Secondary Agriculture F2 pg 123-124</li> <li>Longhorn secondary Agriculture form 3 pg 15-16 Teachers guide pg 38-39</li> <li>Gateway Agriculture revision paper 2 page 24</li> </ul>	

							<ul style="list-style-type: none"> <li>• Top mark Agriculture page 93</li> </ul>	
3	1		Breeding	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Explain the terms used in breeding</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the various terms</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Chalkboard</li> <li>• Farm animals</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 16</li> <li>• Longhorn secondary Agriculture form 3 pg 16-19 Teachers guide pg 39-41</li> <li>• Gateway Agriculture revision paper 2 page 24-25</li> <li>• Top mark Agriculture page 93-94</li> </ul>	
	2	Livestock selection and breeding	Signs of heat in livestock cattle, pigs rabbits	<p>By the end of the lesson, should be able to</p> <ul style="list-style-type: none"> <li>• Explain the process of mating in cattle, pigs &amp; rabbits</li> <li>• State signs of heat in cattle, pigs and rabbits</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the process of mating</li> <li>• Stating signs of heat in pigs, rabbits and cattle</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Photographs</li> <li>• Students book</li> <li>• Farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 16-19</li> <li>• Longhorn secondary Agriculture form 3 pg 19-23 Teachers guide pg 39-41</li> <li>• Gateway Agriculture revision paper 2 page 25</li> <li>• Top mark Agriculture page 94-95</li> </ul>	



	<b>3</b>		Breeding systems of breeding	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State various systems of breeding</li> <li>• Explain reasons for breeding systems</li> <li>• Describe various</li> </ul>	<ul style="list-style-type: none"> <li>• Stating various systems of breeding</li> <li>• Explaining reasons for breeding</li> <li>• Describing various breeding systems</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Farm animals</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 16-19</li> <li>• Longhorn secondary Agriculture form 3 pg 19-23 Teachers guide pg 39-41</li> <li>• Gateway Agriculture revision paper 2 page 25</li> <li>• Top mark Agriculture page 94-95</li> </ul>
	<b>4</b>	Livestock selection and breeding	Methods of service in livestock Natural mating Artificial insemination Embryo transplant	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Identify the various services in livestock</li> <li>• Describe the methods of services in livestock</li> <li>• Explain the advantages &amp; disadvantages of the methods</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the various methods of services</li> <li>• Describing the methods of services in livestock</li> <li>• Drawing diagrams</li> <li>• Explaining the advantages &amp; disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• A.I technicians</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 20-23</li> <li>• Longhorn secondary Agriculture form 3 pg 23-30 Teachers guide pg 41-43</li> </ul>
<b>4</b>	<b>1</b>		Signs of parturition in livestock <ul style="list-style-type: none"> <li>• Cows</li> <li>• Sows</li> <li>• Does</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State signs of parturition in cows, sows and does</li> </ul>	<ul style="list-style-type: none"> <li>• Stating signs of parturitions in cows, sows and does</li> </ul>	<ul style="list-style-type: none"> <li>• Coral, photographs</li> <li>• A.I Technicians</li> <li>• Students book</li> <li>• Farm animals</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 24-25</li> <li>• Longhorn secondary Agriculture form 3 pg 41-43 Teachers guide pg</li> </ul>

							<p>39-41</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 26-27</li> <li>• Top mark Agriculture page 96-97</li> </ul>
	<b>2</b>	Livestock production Livestock rearing practices	Routine Livestock rearing practices	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define a routine</li> <li>• Explain the routine practices in livestock rearing</li> <li>• State the importance of each of the practice</li> </ul>	<ul style="list-style-type: none"> <li>• Defining a routine</li> <li>• Explaining the routine practices</li> <li>• Stating the importance of each practice</li> </ul>	<ul style="list-style-type: none"> <li>• Livestock structures</li> <li>• Livestock feeds</li> <li>• Animals farm</li> <li>• Livestock</li> <li>• Student book</li> <li>• photographs</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 27-31</li> <li>• Longhorn secondary Agriculture form 3 pg 33-35 Teachers guide pg 49-51</li> <li>• Gateway Agriculture revision paper 2 page 28-29</li> <li>• Top mark Agriculture page 98</li> </ul>
	<b>3-4</b>	Livestock production (IV)	Parasite and disease control practices	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State various methods of parasite and disease control</li> <li>• Describe the various parasite and disease control practices</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the various control practices</li> <li>• Describing various control practices</li> <li>• Carrying out the various control practices</li> </ul>	<ul style="list-style-type: none"> <li>• Livestock drugs</li> <li>• Livestock tools</li> <li>• Photographs</li> <li>• Diagrams on the students book</li> <li>• Livestock tools</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 32-36</li> <li>• Longhorn secondary Agriculture form 3 pg 35-39 Teachers guide pg 49-51</li> <li>• Gateway Agriculture revision paper 2 page 25</li> </ul>



	3-4		Dehorning, shearing, castration	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>describe dehorning, shearing, castration</li> <li>Carry out these practices</li> </ul>	<ul style="list-style-type: none"> <li>Describing dehorning, shearing castration</li> <li>Carry out these practices</li> </ul>	<ul style="list-style-type: none"> <li>Livestock</li> <li>Livestock drugs</li> <li>Livestock tools</li> <li>Students book</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 45-50</li> <li>Longhorn secondary Agriculture form 3 pg 41-44 Teachers guide pg 49-51</li> <li>Gateway Agriculture revision paper 2 page 25</li> <li>Top mark Agriculture page 100</li> </ul>	
6	1	Livestock rearing practices	Management of cows during parturition	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the management of a cow parturition</li> </ul>	<ul style="list-style-type: none"> <li>Describing the management of a cow during parturition</li> <li>Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Cows</li> <li>Photographs</li> <li>Students book</li> <li>Veterinary personnel</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 53</li> <li>Longhorn secondary Agriculture form 3 pg 50-54 Teachers guide pg 49-51</li> <li>Access secondary Agriculture Revision page 170, 295</li> <li>Golden tips agriculture page 277</li> </ul>	
	2		Management of sows, nannies, does, ewes	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the management, does &amp; ewes</li> </ul>	<ul style="list-style-type: none"> <li>Describing the management of sows, nannies, does, ewes&amp; during parturition</li> </ul>		<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 53-56</li> <li>Longhorn secondary Agriculture form 3</li> </ul>	

				during parturition			<p>pg 54-56 Teachers guide pg 49-51</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 33-34</li> <li>• Access secondary Agriculture Revision page 170, 295</li> <li>• Golden tips agriculture page 175,295-296</li> </ul>
	<b>3-4</b>	Bee- keeping	<ul style="list-style-type: none"> <li>• Importance</li> <li>• Bee colony</li> <li>• Sitting the a apiary</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State the importance of bee keeping</li> <li>• Describe the importance of bee keeping</li> <li>• Describe the bee conolony</li> <li>• Explain factors to consider when citing an apiary</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the importance of bee keeping</li> <li>• Describing the bee colony</li> <li>• Explaining factors to consider when citing an apiary</li> </ul>	<ul style="list-style-type: none"> <li>• Combs</li> <li>• Bee hives</li> <li>• Apiary</li> <li>• Bee handling tools</li> <li>• bees</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 56-60</li> <li>• Longhorn secondary Agriculture form 3 pg 51-52 Teachers guide pg 49-51</li> <li>• Gateway Agriculture revision paper 2 page 33-34</li> <li>• Access secondary Agriculture Revision page 175-176</li> </ul>
<b>7</b>	<b>1</b>	Bee keeping	<p>Types of bee hive stocking the bee hive Management of bees</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State the various types of bee hives</li> <li>• Describe the stocking of bee</li> </ul>	<ul style="list-style-type: none"> <li>• Stating various types of bee hives</li> <li>• Describing the stocking of a bee hive and management</li> </ul>	<ul style="list-style-type: none"> <li>• Beehives</li> <li>• Combs</li> <li>• Apiary</li> <li>• Bee handling</li> <li>• Students book</li> <li>• Protective clothing</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 60-69</li> <li>• Longhorn secondary Agriculture form 3</li> </ul>

				hive and management			<p>pg 59-62 Teachers guide pg 51-52</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 33-34</li> <li>• Access secondary Agriculture Revision page 175-176</li> <li>• Golden tips agriculture page 299-300</li> </ul>	
2	Bee keeping	Importance of fish farming Types of fish kept in farm ponds	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define fish farming</li> <li>• Explain the importance of fish farming</li> <li>• Identifying the types of fish kept in the fish pond</li> </ul>	<ul style="list-style-type: none"> <li>• Defining fish farming</li> <li>• Explaining the importance of fish farming</li> <li>• Identifying the types of fish kept in pond</li> <li>• Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Fish nets</li> <li>• Fish species</li> <li>• Fish ponds</li> <li>• Diagrams in the students book</li> <li>• Fish food</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 70-73</li> <li>• Longhorn secondary Agriculture form 3 pg 62-64 Teachers guide pg 51-52</li> <li>• Gateway Agriculture revision paper 2 page 36</li> <li>• Access secondary Agriculture Revision page 175-176</li> <li>• Golden tips agriculture page 301</li> </ul>		
3	Fish Farming	Importance of fish farming Types of fish kept in farm ponds	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define fish farming</li> </ul>	<ul style="list-style-type: none"> <li>• Defining fish farming</li> <li>• Explaining the importance of fish farming</li> </ul>	<ul style="list-style-type: none"> <li>• Fish nets</li> <li>• Fish species</li> <li>• Fish pond</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 73-77</li> <li>• Longhorn secondary</li> </ul>		

				<ul style="list-style-type: none"> <li>• Explain the importance of fish farming</li> <li>• Identifying the types of fish kept in fish pond</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the types of fish kept in fish pond</li> <li>• Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Fish pond</li> </ul>	<p>Agriculture form 3 pg 65-70 Teachers guide pg 52-53</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 36-37</li> <li>• Access secondary Agriculture Revision page 177</li> <li>• Golden tips agriculture page 301-302</li> </ul>	
7	4	Fish Farming	Management Fish farming Harvesting and processing fish	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe fish management</li> <li>• Explain fish harvesting and processing fish</li> </ul>	<ul style="list-style-type: none"> <li>• Describing fish management</li> <li>• Explaining fish harvesting and processing</li> </ul>	<ul style="list-style-type: none"> <li>• Fish pond</li> <li>• Fish species</li> <li>• Fish nets</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 73-79</li> <li>• Longhorn secondary Agriculture form 3 pg 65-70 Teachers guide pg 52-53</li> <li>• Gateway Agriculture revision paper 2 page 36-37</li> <li>• Access secondary Agriculture Revision page 177</li> <li>• Golden tips agriculture page 302-303</li> </ul>	
8	1	Livestock Rearing	Appropriate handling of livestock	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> <li>• Demonstrating a carrying attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams from the student book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3</li> </ul>	

		Practices	during routine management	to <ul style="list-style-type: none"> <li>Demonstrate a caring attitude towards livestock</li> </ul>	towards livestock <ul style="list-style-type: none"> <li>Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Farm animals</li> <li>Photographs</li> <li>Livestock handling tools</li> </ul>	<ul style="list-style-type: none"> <li>pg 79-81</li> <li>Longhorn secondary Agriculture form 3 pg 70-75 Teachers guide pg 53-54</li> <li>Gateway Agriculture revision paper 2 page 36-37</li> <li>Access secondary Agriculture Revision page 296</li> <li>Golden tips agriculture page 296</li> </ul>	
	2	Farm Structures	Farm buildings and structures Citing parts of a building Cite preparation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>State factors considered when citing farm structures</li> <li>Describe parts of a building</li> </ul>	<ul style="list-style-type: none"> <li>Stating factors considered when citing farm structures</li> <li>Describing parts of a building</li> </ul>	<ul style="list-style-type: none"> <li>Farm buildings</li> <li>Diagrams</li> <li>School farm</li> <li>Student's book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 83-88</li> <li>Longhorn secondary Agriculture form 3 pg 77-80 Teachers guide pg 59-60</li> <li>Gateway Agriculture revision paper 2 page 36-37</li> <li>Access secondary Agriculture Revision page 235</li> <li>Golden tips agriculture page 250</li> </ul>	
	3-4	Farm Structures	Livestock Structures	By the end of the lesson,	<ul style="list-style-type: none"> <li>Identifying</li> </ul>	<ul style="list-style-type: none"> <li>Crush</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary</li> </ul>	



			Crushes	<p>the learner should be able to:</p> <ul style="list-style-type: none"> <li>Identify materials used in constructions</li> <li>State the maintenance of a crush</li> <li>Explain the uses of a crush</li> </ul>	<p>materials used in construction of crush</p> <ul style="list-style-type: none"> <li>Stating the maintenance of a crush</li> <li>Explaining the various uses of a crush</li> </ul>	<ul style="list-style-type: none"> <li>Constructional materials</li> <li>Student's book</li> <li>Photographs</li> </ul>	<p>Agriculture form 3 pg93-94</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 3 pg 81-83 Teachers guide pg 59-60</li> <li>Access secondary Agriculture Revision page 236</li> <li>Golden tips agriculture page 251-252</li> </ul>	
9	1	Farm structures	Livestock Structures- Dips	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>Identify materials used in construction of a dip</li> <li>State the maintenance of a dip</li> <li>Explain the uses of a dip</li> </ul>	<ul style="list-style-type: none"> <li>Identifying materials used in constructions</li> <li>Stating the maintenance of a dip</li> <li>Explaining the uses of the dip</li> <li>Drawing the structures</li> </ul>	<ul style="list-style-type: none"> <li>Dip construction materials</li> <li>Photographs</li> <li>Diagrams from the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 95-96</li> <li>Longhorn secondary Agriculture form 3 pg 83-86 Teachers guide pg 60-63</li> <li>Gateway Agriculture revision paper 2 page 36-37</li> <li>Access secondary Agriculture Revision page 236</li> <li>Golden tips agriculture page 252</li> </ul>	
	2	Farm structures	<p>Livestock structures</p> <ul style="list-style-type: none"> <li>Spray race</li> <li>Dairy shed</li> </ul>	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> <li>Identifying materials used in construction</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams from the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3</li> </ul>	

				<ul style="list-style-type: none"> <li>Identify the constructional materials used</li> <li>State the uses of these structures</li> </ul>	<ul style="list-style-type: none"> <li>Stating the uses of the structure</li> <li>Drawing the structures</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Construction materials</li> <li>Spray race and dairy shed</li> </ul>	<ul style="list-style-type: none"> <li>pg 99-102</li> <li>Longhorn secondary Agriculture form 3 pg 86-90 Teachers guide pg 60-63</li> <li>Gateway Agriculture revision paper 2 page 88</li> <li>Access secondary Agriculture Revision page 236</li> <li>Golden tips agriculture page 253-254</li> </ul>	
	<b>3-4</b>	Farm structures	<p>Livestock structure</p> <p>Calf pens</p> <p>Poultry houses</p> <p>Rabbits hutches</p> <p>Pig sty's</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Name the construction materials used</li> <li>State the uses of these structures</li> <li>Describe the construction of the materials</li> </ul>	<ul style="list-style-type: none"> <li>Naming the construction materials</li> <li>Stating the uses of the structures</li> <li>Describing the construction of the structures</li> </ul>	<ul style="list-style-type: none"> <li>Calf pens</li> <li>Poultry houses</li> <li>Rabbit hutches</li> <li>Pig stys</li> <li>Construction materials</li> <li>Photographs</li> <li>Students book</li> <li>Diagrams on the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 194-114,115</li> <li>Longhorn secondary Agriculture form 3 pg 86-90 Teachers guide pg 60-63</li> <li>Gateway Agriculture revision paper 2 page 88</li> <li>Golden tips agriculture page 254-257</li> </ul>	
<b>10</b>	<b>1</b>	Farm Structures	<p>Livestock structures</p> <ul style="list-style-type: none"> <li>Fish pond</li> <li>Silo</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify the</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the construction materials</li> <li>Explaining the uses</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Students book</li> <li>Constructional materials</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3</li> </ul>	

				<p>construction materials used</p> <ul style="list-style-type: none"> <li>• Explain the uses of these structures</li> </ul>	of these structures	<ul style="list-style-type: none"> <li>• Diagrams in the students book</li> </ul>	<p>pg 115, 123</p> <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 3 pg 100-104 Teachers guide pg 60-63</li> <li>• Golden tips agriculture page 250</li> </ul>	
	<b>2</b>	Farm structures	Zero grazing unit Bee hive	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify construction materials used</li> <li>• State the uses of these structures</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the construction materials</li> <li>• Stating the uses of these structures</li> </ul>	<ul style="list-style-type: none"> <li>• Zero grazing unit</li> <li>• Photographs</li> <li>• Students book</li> <li>• Construction materials</li> <li>• beehive</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 102-104</li> <li>• Longhorn secondary Agriculture form 3 pg 103-106 Teachers guide pg 60-63</li> <li>• Gateway Agriculture revision paper 2 page 88</li> <li>• Access secondary Agriculture Revision page 235</li> <li>• Golden tips agriculture page 259-260</li> </ul>	
	<b>3-4</b>	Farm Structures	Farm Stores	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identifying the construction materials used</li> <li>• State the uses of these structures</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the construction materials</li> <li>• Stating the uses of these structures</li> <li>• Describing the process of constructing a farm</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams in the students book</li> <li>• Photographs</li> <li>• Farm store</li> <li>• Construction materials</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 121-122</li> <li>• Longhorn secondary Agriculture form 3 pg 106-110 Teachers guide pg</li> </ul>	

				<ul style="list-style-type: none"> <li>Describe the process of constructing a farm store</li> </ul>	store		64 <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 2 page 89</li> <li>Golden tips agriculture page 260-261</li> </ul>	
11	1-2	Farm structures	Fences	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>State the types of fences</li> <li>Identify the construction materials used</li> </ul>	<ul style="list-style-type: none"> <li>Stating types of fences</li> <li>Identifying the construction materials used</li> <li>Explaining the uses of these structures</li> <li>Drawing the fences</li> </ul>	<ul style="list-style-type: none"> <li>Fences</li> <li>Construction materials</li> <li>Students book</li> <li>Photographs</li> <li>diagrams</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 124-132</li> <li>Longhorn secondary Agriculture form 3 pg 110-117 Teachers guide pg 65</li> </ul>	
	3-4	Farm structures	Green Houses	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>State the construction materials used</li> <li>Describe the process of constructing green house</li> <li>Explain the uses of these structures</li> </ul>	<ul style="list-style-type: none"> <li>Stating the construction materials</li> <li>Describing the process of constructing green house</li> <li>Explaining the uses of the structures</li> </ul>	<ul style="list-style-type: none"> <li>Green houses</li> <li>Construction materials</li> <li>Diagrams from the students book</li> <li>Students book</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 133-139</li> <li>Longhorn secondary Agriculture form 3 pg 128-121 Teachers guide pg 66</li> <li>Gateway Agriculture revision paper 2 page 89</li> <li>Access secondary Agriculture Revision page 235</li> <li>Golden tips agriculture page 262</li> </ul>	

**END TERM ONE EXAMINATIONS**

**AGRICULTURE FORM 3 SCHEMES OF WORK – TERM 2**

WE EK	LES SON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
1	1	Agricultural Economics (III) Land tenure and reforms	Land tenure types Collective tenure systems	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define land tenure</li> <li>• State the types of land tenure</li> <li>• Describe the collective tenure systems</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the term land tenure</li> <li>• Stating the types of land tenure</li> <li>• Describing the collective systems</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Students book</li> <li>• Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 140-141</li> <li>• Longhorn secondary Agriculture form 3 pg 123-125 Teachers guide pg 74</li> <li>• Gateway Agriculture revision paper 2 page 98-99</li> <li>• Access secondary Agriculture Revision page 120</li> <li>• Golden tips agriculture page 125</li> </ul>	
	2		Individual Tenure System	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the types of individual tenure system</li> <li>• Describe individual tenure</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the individual tenure systems</li> <li>• Describing individual tenure system</li> <li>• Stating advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Title deeds</li> <li>• Charts</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 143-145</li> <li>• Longhorn secondary Agriculture form 3 pg 123-125 Teachers guide pg</li> </ul>	

				<p>systems</p> <ul style="list-style-type: none"> <li>State advantages and disadvantages of this tenure system</li> </ul>	of the system		<p>74</p> <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 2 page 98-99</li> <li>Golden tips agriculture page 124</li> </ul>	
	<b>3-4</b>	Land tenure and reform	Land Reforms	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define land reforms</li> <li>Describe the various types of land reforms</li> <li>Explaining the various settlement schemes in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>Defining land reforms</li> <li>Describing various types of land reforms</li> <li>Explaining the various settlement scenes in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>Title deeds</li> <li>Students book</li> <li>Charts</li> <li>Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 148-157</li> <li>Longhorn secondary Agriculture form 3 pg 127-155 Teachers guide pg 75-76</li> <li>Gateway Agriculture revision paper 2 page 99</li> <li>Access secondary Agriculture Revision page 120-121</li> <li>Golden tips agriculture page 125-126</li> </ul>	
<b>2</b>	<b>1</b>	Soil and water conservation	Soil Erosion	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define soil erosion</li> <li>Explain factors that influence soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>Defining soil erosion</li> <li>Explaining factors that influence soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>Excavated areas</li> <li>School farm</li> <li>Photographs</li> <li>Diagrams on the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 158-160</li> <li>Longhorn secondary Agriculture form 3 pg 137-138 Teachers guide pg 80</li> <li>Gateway Agriculture</li> </ul>	

							revision paper 2 page 121 <ul style="list-style-type: none"> <li>• Access secondary Agriculture Revision page 120-121</li> <li>• Golden tips agriculture page 126</li> </ul>	
	2	Soil and Water Conservation	Soil Erosion	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Explain the various agents of erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining various agents</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• School farm</li> <li>• Excavated areas</li> <li>• Students book</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 3 pg 15-16 Teachers guide pg 38-39</li> <li>• Gateway Agriculture revision paper 2 page 24</li> <li>• Access secondary Agriculture Revision page 80</li> <li>• Golden tips agriculture page 26</li> </ul>	
	3-4	Soil and Water Conservation	Soil Erosion	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe the various types of soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the various types of erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Students book</li> <li>• School farm</li> <li>• Excavated areas</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 161-167</li> <li>• Longhorn secondary Agriculture form 3 pg 139-141 Teachers guide pg 80</li> <li>• Gateway Agriculture revision paper 2 page 24</li> <li>• Access secondary</li> </ul>	

								Agriculture Revision page 80-81 <ul style="list-style-type: none"> <li>Golden tips agriculture page 27</li> </ul>
3	1		River bank erosion	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Define river bank erosion</li> <li>Explain the effects of river bank erosion</li> <li>State the control measures</li> </ul>	<ul style="list-style-type: none"> <li>Defining riverbank erosion</li> <li>Explaining the effects of river</li> <li>Bank erosion</li> <li>Stating control measures</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>River bank</li> <li>Diagrams in the students book</li> <li>charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 167-168</li> <li>Access secondary Agriculture Revision page 87</li> <li>Golden tips agriculture page 27</li> </ul>	
	2		Mass wasting solifluction	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Define mass wasting</li> <li>Explain factors influencing mass wasting</li> <li>Describing effects of mass wasting</li> </ul>	<ul style="list-style-type: none"> <li>Defining mass wasting</li> <li>Explaining factors influencing mass wasting</li> <li>Describing effects of mass wasting</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Photographs</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 168-173</li> <li>Access secondary Agriculture Revision page 87</li> <li>Golden tips agriculture page 27</li> </ul>	
	3-4	Soil and water conservation	Soil control Measures <ul style="list-style-type: none"> <li>Biological and cultural control</li> <li>Physical and structural control measures</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the biological, cultural physical and structural control</li> <li>Measures on soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>Describing the biological, cultural, physical and structural measures of controlling soil erosion</li> <li>Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Mesh wire</li> <li>Poles</li> <li>Quarry chips</li> <li>School farm</li> <li>Photographs</li> <li>Excavated areas</li> <li>Students book</li> <li>Garden tools</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 173-186</li> <li>Longhorn secondary Agriculture form 3 pg 142-149 Teachers guide pg 81</li> <li>Gateway Agriculture revision paper 2</li> </ul>	



							page 122-124 <ul style="list-style-type: none"> <li>• Access secondary Agriculture Revision page 81-83</li> <li>• Golden tips agriculture page 28-30</li> </ul>	
4	1-2	Soil and Water Conservation	Water Harvesting	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Name methods used to harvest water</li> <li>• Describe water harvesting and conservation techniques</li> <li>• Explain the micro catchment and their uses</li> </ul>	<ul style="list-style-type: none"> <li>• Naming methods used to harvest water</li> <li>• Describing water harvesting and conservation</li> <li>• Explaining micro catchment</li> <li>• Stating their uses</li> </ul>	<ul style="list-style-type: none"> <li>• Dams</li> <li>• Tanks</li> <li>• Reservoirs</li> <li>• Wells</li> <li>• Photographs</li> <li>• School farm</li> <li>• Garden tools</li> <li>• Gutters</li> <li>• Ponds</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 187-191</li> <li>• Longhorn secondary Agriculture form 3 pg 149-159 Teachers guide pg 81-82</li> <li>• Gateway Agriculture revision paper 2 page 124-125</li> <li>• Access secondary Agriculture Revision page 83-85</li> <li>• Golden tips agriculture page 30-31</li> </ul>	
	3-4	Weeds and weed control	Weeds <ul style="list-style-type: none"> <li>• Definition</li> <li>• Identification</li> <li>• classification</li> </ul>	By the end of the lesson, the learner should be able to <ol style="list-style-type: none"> <li>define a weed</li> <li>identify the various weeds</li> <li>classify the weeds in various groups</li> </ol>	<ul style="list-style-type: none"> <li>• defining weeds</li> <li>• observation</li> <li>• identifying the weeds</li> <li>• classify the weeds</li> </ul>	<ul style="list-style-type: none"> <li>• weed specimen</li> <li>• school farm</li> <li>• photographs</li> <li>• students book</li> <li>• diagrams in the students books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 192-201</li> <li>• Longhorn secondary Agriculture form 3 pg 161-164 Teachers guide pg</li> </ul>	

							87-88 <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 73-74</li> <li>• Golden tips agriculture page 63-64</li> </ul>	
5	1-2	Weeds and weed control	Weeds Identification classification	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• identify the various weeds</li> <li>• classify the various weeds</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the various weeds</li> <li>• classifying the various weeds</li> </ul>	<ul style="list-style-type: none"> <li>• weed specimen</li> <li>• school farm</li> <li>• photographs</li> <li>• diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 193-200</li> <li>• Longhorn secondary Agriculture form 3 pg 161-164 Teachers guide pg 87-88</li> <li>• Gateway Agriculture revision paper 2 page 73-74</li> <li>• Access secondary agriculture page 89</li> <li>• Golden tips agriculture page 63-64</li> </ul>	
	3-4	Weeds and weed control	Weeds competitive abilities of weeds Harmful effects of weeds	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Identify the various weeds</li> <li>• Classify the various weeds</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the various weeds</li> <li>• Classifying the various weeds</li> </ul>	<ul style="list-style-type: none"> <li>• Weed specimen</li> <li>• School farm</li> <li>• Photographs</li> <li>• Diagrams in students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 200-202</li> <li>• Longhorn secondary Agriculture form 3 pg 159-161 Teachers guide pg 87-88</li> <li>• Gateway Agriculture</li> </ul>	

							revision paper 2 page 73-74 <ul style="list-style-type: none"> <li>• Access secondary agriculture page 89-90</li> <li>• Golden tips agriculture page 64-65</li> </ul>	
6	1	Weeds and weed control	Weed control <ul style="list-style-type: none"> <li>• mechanical</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe mechanical weed control</li> </ul>	<ul style="list-style-type: none"> <li>• Describing mechanical weed control</li> </ul>	<ul style="list-style-type: none"> <li>• weed specimen</li> <li>• school farm</li> <li>• photographs</li> <li>• diagrams in the students book</li> <li>• garden tools</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 209-210</li> <li>• Longhorn secondary Agriculture form 3 pg 169-170 Teachers guide pg 88-92</li> <li>• Gateway Agriculture revision paper 2 page 76</li> <li>• Golden tips agriculture page 64-65</li> </ul>	
	2		Cultural and biological control	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe biological and cultural weed control method</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the biological and cultural weed control method</li> <li>• Note taking</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Garden tools</li> <li>• Students book</li> <li>• Photographs</li> <li>• School farm</li> <li>• Farm specimen</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 210-211</li> <li>• Longhorn secondary Agriculture form 3 pg 178 Teachers guide pg 93-95</li> <li>• Gateway Agriculture revision paper 2</li> </ul>	

							<ul style="list-style-type: none"> <li>page 76</li> <li>Golden tips agriculture page 65</li> </ul>	
	3-4		Chemical and legislative weed control methods	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain ways in which chemicals kill weeds</li> <li>State the classification of herbicides</li> <li>Explaining factors affecting selectivity and effectiveness of herbicides</li> <li>Identifying the precautions in using chemicals</li> <li>Stating the advantages and disadvantages of herbicides</li> </ul>	<ul style="list-style-type: none"> <li>Explaining ways in which chemicals kill weeds</li> <li>Stating the classifications of herbicides</li> <li>Explaining factors affecting selectivity and effectiveness of herbicides</li> <li>Identifying the precautions in using chemicals</li> <li>Stating the advantages and disadvantages of herbicides</li> </ul>	<ul style="list-style-type: none"> <li>Garden tools</li> <li>Students book</li> <li>Photographs</li> <li>School farm</li> <li>Weed specimen</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 203-208</li> <li>Longhorn secondary Agriculture form 3 pg 170,172-175 Teachers guide pg 88-92</li> <li>Gateway Agriculture revision paper 2 page 74</li> <li>Golden tips agriculture page 90</li> <li>Access secondary Agriculture page 65-66</li> </ul>	
7	1	Crop pest and diseases	Crop Pests	<p>By the of the end lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define a pest</li> <li>Explain harmful effects of crop pests</li> </ul>	<ul style="list-style-type: none"> <li>Defining a pest</li> <li>Explaining the harmful effects of crop pests</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Students book</li> <li>Specimens of crop pests</li> <li>Crops attacked</li> <li>Pesticides</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 213-214</li> <li>Longhorn secondary Agriculture form 3 pg 177-178 Teachers guide pg 93-95</li> <li>Gateway Agriculture revision paper 2 page 76</li> </ul>	

	2		Crop Pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Classify pests based on mode of feeding</li> <li>Classify pests based on crop part attacked</li> </ul>	<ul style="list-style-type: none"> <li>Classifying pests based on mode of feeding</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Crops attacked specimens of crop pests</li> <li>Photographs of pests</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 214</li> <li>Longhorn secondary Agriculture form 3 pg 177-178 Teachers guide pg 93-95</li> <li>Gateway Agriculture revision paper 2 page 76</li> <li>Golden tips agriculture page 67</li> <li>Access secondary Agriculture page 97</li> </ul>	
	3-4		Crop Pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Classify pest on the basis of stage of growth classification (scientific)</li> <li>Level of damage and place where they are found of habitat</li> </ul>	<ul style="list-style-type: none"> <li>Classify pests</li> <li>Asking and answering questions</li> <li>Note taking</li> </ul>	<ul style="list-style-type: none"> <li>Crops attacked</li> <li>Specimen of crop pests</li> <li>Photographs of pests</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 214-215</li> <li>Longhorn secondary Agriculture form 3 pg 177-178 Teachers guide pg 93-95</li> <li>Gateway Agriculture revision paper 2 page 76</li> <li>Golden tips agriculture page 67</li> <li>Access secondary Agriculture page 97</li> </ul>	
8	1-2	Crop pests and	Crop pests	By the end of the lesson,	<ul style="list-style-type: none"> <li>Identifying</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in the</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary</li> </ul>	

		diseases	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<p>the learner should be able to</p> <ul style="list-style-type: none"> <li>• identify common pests</li> <li>• describe the various pests and the stage, part of the crop attacked</li> </ul>	<p>common pests</p> <ul style="list-style-type: none"> <li>• Describing the various pests on the various basics</li> <li>• Asking and answering questions</li> <li>• Note making</li> </ul>	<p>students book</p> <ul style="list-style-type: none"> <li>• Photographs of pests</li> <li>• Pesticides</li> <li>• Crops attacked</li> <li>• Specimens of crop pests</li> <li>• Students book</li> </ul>	<p>Agriculture form 3 pg 215-226</p> <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 3 pg 179-184</li> <li>• Teachers guide pg 93-95</li> <li>• Gateway Agriculture revision paper 2 page 77-79</li> <li>• Golden tips agriculture page 67-69</li> <li>• Access secondary Agriculture page 97-98</li> </ul>	
	<b>3-4</b>		<p>Crop pests</p> <ul style="list-style-type: none"> <li>• identification</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• identify common pests</li> <li>• describe the various pests and the stage part of the crop attacked</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying common pests</li> <li>• Describing the various pests</li> <li>• Asking and answering questions</li> <li>• Note making</li> </ul>	<ul style="list-style-type: none"> <li>• Crops attacked</li> <li>• Specimens of crop pests</li> <li>• Photographs of pests</li> <li>• Pesticides</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 215-226</li> <li>• Longhorn secondary Agriculture form 3 pg 179-184</li> <li>• Teachers guide pg 93-95</li> <li>• Gateway Agriculture revision paper 2 page 77-79</li> <li>• Golden tips agriculture page 67-69</li> </ul>	
<b>9</b>	<b>1</b>	Crop Pests and disease control	Crop pests	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> <li>• Describing the effects of pests</li> </ul>	<ul style="list-style-type: none"> <li>• Students book</li> <li>• Specimens of</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3</li> </ul>	

				<p>to</p> <ul style="list-style-type: none"> <li>Describe harmful effects of pests</li> <li>Identify pest control measures</li> </ul>	<ul style="list-style-type: none"> <li>Identifying pests control measure</li> </ul>	<p>crop pests</p> <ul style="list-style-type: none"> <li>Crops attacked</li> <li>Pesticides</li> <li>Photography</li> <li>Pests</li> </ul>	<p>pg 213-226</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 3 pg 83-86 Teachers guide pg 60-63</li> <li>Gateway Agriculture revision paper 2 page 88</li> <li>Golden tips agriculture page 70-75</li> <li>Access secondary Agriculture page 97-98</li> </ul>	
	<b>2</b>		<p>Crop pests control</p> <ul style="list-style-type: none"> <li>cultural</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the cultural pest control measures</li> </ul>	<ul style="list-style-type: none"> <li>Describing the cultural pest</li> <li>Control measures</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Students book</li> <li>Crops attacked</li> <li>Pesticides</li> <li>Photographs of pests</li> <li>School farm</li> <li>Specimen of crop pests</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 228-230</li> <li>Longhorn secondary Agriculture form 3 pg 185-186 Teachers guide pg 63-70</li> <li>Gateway Agriculture revision paper 2 page 79</li> <li>Golden tips agriculture page 71-72</li> </ul>	
	<b>3</b>	Crop pest and diseases	Crop pests	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> <li>Describing mechanical pest control</li> </ul>	<ul style="list-style-type: none"> <li>Students book</li> <li>Specimen of crop pests</li> <li>Crops attacked</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3</li> </ul>	

				<ul style="list-style-type: none"> <li>Describe the mechanical pest control</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Note taking</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of pests</li> </ul>	<ul style="list-style-type: none"> <li>pg 226-227</li> <li>Longhorn secondary Agriculture form 3 pg 186-188 Teachers guide pg 95</li> <li>Gateway Agriculture revision paper 2 page 80</li> <li>Golden tips agriculture page 7</li> </ul>	
	<b>4</b>		Crop pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the biological pest control</li> </ul>	<ul style="list-style-type: none"> <li>Describing biological pest control</li> <li>Asking and answering questions</li> <li>Note taking</li> <li>Explanations</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of pests</li> <li>Crops attacked</li> <li>Specimens of crop pests</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 232</li> <li>Longhorn secondary Agriculture form 3 pg 186-188 Teachers guide pg 95</li> <li>Gateway Agriculture revision paper 2 page 88</li> <li>Golden tips agriculture page 73-74</li> </ul>	
<b>10</b>	<b>1</b>		Crop pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe chemical methods of pest control</li> </ul>	<ul style="list-style-type: none"> <li>Describing the chemical methods of pest control</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of pests</li> <li>Crops attacked</li> <li>Specimens of crop pests</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 230-232</li> <li>Longhorn secondary Agriculture form 3</li> </ul>	



							<p>pg 188-190 Teachers guide pg 95</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 88</li> </ul>	
	<b>2</b>	Crop pests and disease	Crop diseases	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define a plant disease</li> <li>• Classify plant diseases</li> <li>• Explain harmful effects of crop diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Defining a plant diseases</li> <li>• Classifying plant diseases</li> <li>• Explaining the harmful effects of crop diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Students book</li> <li>• Specimens of diseases crops</li> <li>• Photographs</li> <li>• Fungicides</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 233-236</li> <li>• Longhorn secondary Agriculture form 3 pg 190-191 Teachers guide pg 96-99</li> <li>• Gateway Agriculture revision paper 2 page 88</li> </ul>	
	<b>3-4</b>	Crop pest and diseases	Crop diseases	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify common crop diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying common crop diseases</li> <li>• Asking questions and answering</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Students book</li> <li>• Specimens of diseased crops</li> <li>• Photographs</li> <li>• Fungicides</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 233-241</li> <li>• Longhorn secondary Agriculture form 3 pg 191-197 Teachers guide pg 96-99</li> <li>• Gateway Agriculture revision paper 2 page 82-84</li> </ul>	
<b>11</b>	<b>1-2</b>		Crop diseases	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> <li>• Classifying plant</li> <li>• Diseases</li> <li>• Asking and</li> </ul>	<ul style="list-style-type: none"> <li>• Specimen of diseased crops</li> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3</li> </ul>	

				<ul style="list-style-type: none"> <li>• classify plant diseases</li> </ul>	<p>answering questions</p> <ul style="list-style-type: none"> <li>• Explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Fungicides</li> <li>• Students book</li> <li>• Diagrams in the students books</li> </ul>	<p>pg 233-238</p> <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 3 pg 191-197 Teachers guide pg 96-99</li> <li>• Gateway Agriculture revision paper 2 page 82-84</li> <li>• Golden tips agriculture page 74-77</li> <li>• Access secondary Agriculture page 97-98</li> </ul>	
	<b>3-4</b>		Crop diseases	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the disease control crops</li> <li>• Carry out crop diseases control</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the disease control in crops</li> <li>• Carrying out crop disease control</li> </ul>	<ul style="list-style-type: none"> <li>• Students book</li> <li>• Specimen of disease crops</li> <li>• Photographs</li> <li>• Fungicides</li> <li>• Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 239-240</li> <li>• Longhorn secondary Agriculture form 3 pg 182-184 Teachers guide pg 95</li> <li>• Gateway Agriculture revision paper 2 page 84</li> <li>• Golden tips agriculture page 77-78</li> <li>• Access secondary Agriculture page 104-106</li> </ul>	

**END TERM 2 EXAMINATION**

**AGRICULTURE FORM 3 SCHEMES OF WORK – TERM 3**

WEEK	LESSON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
1	1	Crop Production (VI)	Production of maize	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Name hybrids, composites of maize</li> <li>State the ecological requirement of maize</li> <li>Describe, field establishments, management and harvesting maize &amp; marketing</li> </ul>	<ul style="list-style-type: none"> <li>Naming hybrids composites</li> <li>Stating the ecological requirements</li> <li>Describing management harvesting and field establishment</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Garden tools</li> <li>Samples of maize</li> <li>School farms</li> <li>Student book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 242-250</li> <li>Longhorn secondary Agriculture form 3 pg 200-202 Teachers guide pg 101-102</li> <li>Gateway Agriculture revision paper 2 page 52,54,55</li> <li>Golden tips agriculture page 57-58</li> </ul>	
	2		Production of millet	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Name hybrids, composites and cutting of millet</li> <li>State the ecological requirement of millet</li> <li>Describe field establishment, management, harvesting and</li> </ul>	<ul style="list-style-type: none"> <li>Stating the ecological requirements</li> <li>Describing field establishment management harvesting and marketing</li> <li>Note making</li> <li>Asking and answering questions</li> <li>Naming the hybrids,</li> </ul>	<ul style="list-style-type: none"> <li>Garden tools</li> <li>School farm</li> <li>Sample of millet</li> <li>Diagrams on the students book</li> <li>charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 250-255</li> <li>Longhorn secondary Agriculture form 3 pg 201-214 Teachers guide pg 101-102</li> <li>Gateway Agriculture revision paper 2 page 56</li> <li>Golden tips agriculture page 82-</li> </ul>	

				marketing	composites cultwas		84 <ul style="list-style-type: none"> <li>Access secondary Agriculture page 58</li> </ul>	
	3		Production of sorghum	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Name composites, hybrids, cultivar of sorghum</li> <li>State the ecological requirements of sorghum</li> <li>Describe the field establishment, management marketing and harvesting</li> </ul>	<ul style="list-style-type: none"> <li>Naming the hybrids, composite cultivars</li> <li>Stating the ecological requirement of sorghum</li> <li>Describing the field establishment management, harvesting and marketing</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Charts samples of sorghum</li> <li>Garden tools</li> <li>Diagrams on the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 250-255</li> <li>Longhorn secondary Agriculture form 3 pg 201-204 Teachers guide pg 101-102</li> <li>Gateway Agriculture revision paper 2 page 56</li> <li>Golden tips agriculture page 84-85</li> <li>Access secondary Agriculture page 59-60</li> </ul>	
	4	Production Crop	Production of Beans	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State the varieties of beans grown</li> <li>Describe the varieties of beans grown</li> <li>Explaining the ecological requirements of maize</li> <li>Describe field</li> </ul>	<ul style="list-style-type: none"> <li>Stating the varieties</li> <li>Explaining the ecological requirements of maize</li> <li>Describing field establishment, harvesting and marketing</li> <li>Note making</li> <li>Asking and answering</li> </ul>	<ul style="list-style-type: none"> <li>School farm</li> <li>Garden tools</li> <li>Seed samples</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 250-255</li> <li>Longhorn secondary Agriculture form 3 pg 214-215 Teachers guide pg 101-102</li> <li>Gateway Agriculture revision paper 2 page 56-58</li> <li>Golden tips</li> </ul>	

				establishment management and harvesting marketing	questions		agriculture page 85-87 <ul style="list-style-type: none"> <li>Access secondary Agriculture page 59-60</li> </ul>	
2	1-2	Crop production	Gross Margin of Crop enterprises	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Compare and contrast the gross margin of maize/millet, sorghum and beans</li> </ul>	<ul style="list-style-type: none"> <li>Comparing and contrasting gross margins of maize, millet, sorghum and beans</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Receipts</li> <li>Tables</li> <li>Chair</li> <li>Farm records</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 243-268</li> <li>Longhorn secondary Agriculture form 3 pg 218-219 Teachers guide pg 101-102</li> <li>Gateway Agriculture revision paper 2 page 56-58</li> <li>Golden tips agriculture page 85-87,79-90</li> <li>Access secondary Agriculture page 57-63</li> </ul>	
	3-4	Crop production	Harvesting of cotton, sugarcane, pyrethrum	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>describe the harvesting of cotton, pyrethrum and sugarcane</li> </ul>	<ul style="list-style-type: none"> <li>describing the harvesting of cotton, pyrethrum and sugarcane</li> </ul>	<ul style="list-style-type: none"> <li>photographs</li> <li>diagrams in the students book</li> <li>school farm</li> <li>farm harvesting tools</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 263-264</li> <li>Longhorn secondary Agriculture form 3 pg 221-224 Teachers guide pg 102-103</li> <li>Gateway Agriculture revision paper 2</li> </ul>	

							<ul style="list-style-type: none"> <li>page 58-59</li> <li>Golden tips agriculture page 85-87,79-90</li> <li>Access secondary Agriculture page 57-63</li> </ul>	
3	1	Crop Production	Harvesting of cotton, sugarcane, pyrethrum	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the harvesting of cotton, pyrethrum and sugar cane</li> </ul>	<ul style="list-style-type: none"> <li>Describing the harvesting of cotton, pyrethrum and sugarcane</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Diagrams in the students book</li> <li>School farm</li> <li>Farm harvesting tools</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 264-266</li> <li>Longhorn secondary Agriculture form 3 pg 224-226 Teachers guide pg 103-105</li> <li>Gateway Agriculture revision paper 2 page 59</li> </ul>	
	2	Crop production	Harvesting of tea and coffee	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the harvesting of tea and coffee</li> </ul>	<ul style="list-style-type: none"> <li>Describing the harvesting of tea and coffee</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in the students book</li> <li>Photographs</li> <li>Harvesting tools</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 226-268</li> <li>Longhorn secondary Agriculture form 3 pg 226-228 Teachers guide pg 103-105</li> <li>Gateway Agriculture revision paper 2 page 59-60</li> <li>Golden tips agriculture page 88-</li> </ul>	

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	<b>3-4</b>	Crops forage	Pastures classifications	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define pastures and forage crops</li> <li>• Classify pastures</li> </ul>	<ul style="list-style-type: none"> <li>• Defining pastures and forage crops</li> <li>• Classifying pastures &amp; forage</li> </ul>	<ul style="list-style-type: none"> <li>• Students book</li> <li>• Specimens of pastures</li> <li>• Photographs of forage crops charts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 269-272</li> <li>• Longhorn secondary Agriculture form 3 pg 230-234 Teachers guide pg 106-107</li> <li>• Gateway Agriculture revision paper 2 page 59-60</li> <li>• Golden tips agriculture page 108</li> <li>• Access secondary revision page 72</li> </ul>	
<b>4</b>	<b>1</b>		Pastures establishment management	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe pasture establishment</li> <li>• Describe pasture management</li> </ul>	<ul style="list-style-type: none"> <li>• Describing pasture establishment</li> <li>• Describing pasture management note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Specimens of pastures</li> <li>• Photographs of forage crops</li> <li>• Garden tools</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 272-276</li> <li>• Longhorn secondary Agriculture form 3 pg 234-236 Teachers guide pg 106-107</li> <li>• Golden tips agriculture page 109</li> <li>• Access secondary revision page 72</li> </ul>	
	<b>2</b>		Pastures utilizations	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> <li>• Describing various methods of pastures</li> </ul>	<ul style="list-style-type: none"> <li>• Specimens of pastures</li> <li>• Photographs of</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3</li> </ul>	

				<ul style="list-style-type: none"> <li>Describe various methods of pasture utilization</li> </ul>	<ul style="list-style-type: none"> <li>Utilization</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>forage crops</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>pg 277-280</li> <li>Longhorn secondary Agriculture form 3 pg 326-340 Teachers guide pg 107</li> <li>Gateway Agriculture revision paper 2 page 59-60</li> <li>Golden tips agriculture page 109</li> </ul>	
	3	Forage Crops	Grazing methods	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain the two grazing methods</li> <li>State the advantages and disadvantages of each</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the two grazing methods</li> <li>Stating the advantages and disadvantages of each</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in the students book</li> <li>Photographs</li> <li>charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 280-283</li> <li>Gateway Agriculture revision paper 2 page 59-60</li> <li>Access secondary agriculture page 73-74</li> <li>Golden tips agriculture page 110-111</li> </ul>	
	4		Folder crops Napier grass	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>State the ecological requirements of Napier grass</li> <li>Describe the field establishment, management and</li> </ul>	<ul style="list-style-type: none"> <li>Describing the field production of Napier grass</li> </ul>	<ul style="list-style-type: none"> <li>Samples of folder crop</li> <li>School farm</li> <li>Photographs</li> <li>Charts</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 283-287</li> <li>Longhorn secondary Agriculture form 3 pg 241-242 Teachers guide pg 107</li> <li>Gateway Agriculture</li> </ul>	



				utilization			revision paper 2 page 88 <ul style="list-style-type: none"> <li>Access secondary revision page 94</li> </ul>	
5	1	Forage crops	Sorghum Guatemala grass	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the production of Guatemala grass under ecological requirements, establishment, management and utilization</li> <li>Describe the production of sorghum under ecological requirements establishment, management and utilization</li> </ul>	<ul style="list-style-type: none"> <li>Describing the field production of sorghum and Guatemala grass</li> </ul>	<ul style="list-style-type: none"> <li>Students book</li> <li>Specimens of fodder crops</li> <li>Photographs of forage crops</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 269-272</li> <li>Longhorn secondary Agriculture form 3 pg 242-244 Teachers guide pg 108</li> <li>Gateway Agriculture revision paper 2 page 89</li> </ul>	
	2		Kales <ul style="list-style-type: none"> <li>Edible</li> <li>Canaa</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>describe the production of kales under ecological requirements</li> </ul>	<ul style="list-style-type: none"> <li>Explanations</li> <li>Note taking</li> </ul>	<ul style="list-style-type: none"> <li>School farm</li> <li>Photographs of folder</li> <li>Specimen of fodder crops</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 291-292</li> <li>Longhorn secondary Agriculture form 3 pg 244-245 Teachers guide pg 108</li> <li>Gateway Agriculture revision paper 2 page 89-90</li> <li>Golden tips</li> </ul>	

							agriculture page 108 <ul style="list-style-type: none"> <li>Access secondary revision page 75-76</li> </ul>
	<b>3-4</b>		Fodder crops Lucerne Kenya white clover	By the of the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the production of Lucerne under ecological requirements, establishment and utilization</li> <li>Describe the production of Kenya white clover under ecological, requirement establishment, management and utilization</li> </ul>	<ul style="list-style-type: none"> <li>Describing the production of Lucerne, Kenya white clover</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Students book</li> <li>Specimens of</li> <li>Fodder crops</li> <li>Photographs of Forage crops</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 269-272</li> <li>Longhorn secondary Agriculture form 3 pg 230-234 Teachers guide pg 106-107</li> <li>Gateway Agriculture revision paper 2 page 59-60</li> <li>Golden tips agriculture page 108</li> <li>Access secondary revision page 72</li> </ul>
<b>6</b>	<b>1</b>	Forage Crops	Fodder crops Disodium Marigold	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the production of disodium under ecological requirements establishment, management and utilization</li> <li>Describe the production of marigold under ecological</li> </ul>	<ul style="list-style-type: none"> <li>Describing the field production of disodium and marigold</li> </ul>	<ul style="list-style-type: none"> <li>Students book</li> <li>Specimens of fodder crops</li> <li>Photographs of fodder crops</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 295-297</li> <li>Longhorn secondary Agriculture form 3 pg 247-248 Teachers guide pg 108</li> <li>Golden tips agriculture page 112</li> <li>Access secondary revision page 77</li> </ul>

				requirements and utilization				
	2	Forage Crops	Agroforestry	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe agroforestry under ecological requirement, management and utilization</li> </ul>	<ul style="list-style-type: none"> <li>Describing agro forestry tree/bushes</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Student's book</li> <li>Specimens of fodder crops</li> <li>Photographs of forage crops</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 297-299</li> <li>Longhorn secondary Agriculture form 3 pg 248-249 Teachers guide pg 108</li> <li>Golden tips agriculture page 86,99</li> </ul>	
	3-4		Forage Conservation	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define lay making</li> <li>Describe silage making</li> <li>Describe standing lay</li> </ul>	<ul style="list-style-type: none"> <li>Defining lay making</li> <li>Describing the making of lay silage and standing lay</li> <li>Asking and answering questions</li> <li>Drawing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Tools used</li> <li>School farm</li> <li>Specimens of lay</li> <li>Silage</li> <li>School farm</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 3 pg 250-253 Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 66-67</li> <li>Golden tips agriculture page 112-113</li> </ul>	
7	1	Health Livestock Diseases (III)	Terms used in livestock diseases Protozoan diseases E.C.F (East Coast Fever)	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define terms used in livestock diseases</li> <li>Describe cause symptoms and</li> </ul>	<ul style="list-style-type: none"> <li>Defining terms</li> <li>Describing the East Coast Fever</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>School farms</li> <li>Photographs of animals with the disease</li> <li>Diagrams in the students book</li> <li>Cattle dip</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 308-312</li> <li>Longhorn secondary Agriculture form 3 pg 114-116 Teachers guide pg</li> </ul>	

				control			106-107 <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 2 page 66-67</li> </ul>	
	<b>2</b>		Anaplasmosis	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the cause, symptoms and control of anaplasmosis</li> </ul>	<ul style="list-style-type: none"> <li>Describing anaplasmosis</li> </ul>	<ul style="list-style-type: none"> <li>School farm</li> <li>Photograph of animal with the disease</li> <li>Diagrams in the students book</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 312</li> <li>Longhorn secondary Agriculture form 3 pg 256-257 Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 66-67</li> <li>Golden tips agriculture page 316</li> <li>Access secondary revision page 204</li> </ul>	
	<b>3</b>	Livestock diseases	Protozoan diseases Coccidiosis	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of coccidiosis</li> </ul>	<ul style="list-style-type: none"> <li>Describing coccidiosis</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of animals with the disease</li> <li>School farm</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 312-313</li> <li>Longhorn secondary Agriculture form 3 pg 257-258 Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 66-67</li> <li>Golden tips</li> </ul>	

							agriculture page 316 <ul style="list-style-type: none"> <li>Access secondary revision page 204</li> </ul>
	4		Trypanosomiasis	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of Trypanosomiasis</li> </ul>	<ul style="list-style-type: none"> <li>Describing trypanosomiasis</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of animals with the disease</li> <li>School farm</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 314</li> <li>Longhorn secondary Agriculture form 3 pg 257-258 Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 66-67</li> <li>Golden tips agriculture page 317</li> <li>Access secondary revision page 204-205</li> </ul>
8	1		Bacteria diseases Fowl typhoid	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of fowl typhoid</li> </ul>	<ul style="list-style-type: none"> <li>Describing fowl typhoid</li> <li>Note making</li> <li>Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Farm</li> <li>Photographs of the affected animals</li> <li>Diagrams in the students books</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 317-318</li> <li>Longhorn secondary Agriculture form 3 pg 259-260 Teachers guide pg 116-117</li> <li>Gateway Agriculture revision paper 2 page 67-71</li> </ul>

2		Foot rot	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of foot rot</li> </ul>	<ul style="list-style-type: none"> <li>Describing foot rot</li> <li>Disease</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>School farm</li> <li>Students book</li> <li>Photographs of animal affected</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 318-319</li> <li>Longhorn secondary Agriculture form 3 pg 260-261 Teachers guide pg 116-117</li> <li>Gateway Agriculture revision paper 2 page 67-71</li> <li>Access secondary revision page 205-206</li> </ul>	
3	Livestock Health (III) diseases	Bacterial diseases Contagious abortion	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the causes, symptoms and control of contagious abortion</li> </ul>	<ul style="list-style-type: none"> <li>Describing contagious abortion</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of affected students book</li> <li>Farm (Livestock)</li> <li>School farm</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 319-320</li> <li>Longhorn secondary Agriculture form 3 pg 261-262 Teachers guide pg 116-117</li> <li>Gateway Agriculture revision paper 2 page 67-71</li> <li>Access secondary revision page 206</li> </ul>	
4		scours	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the causes, symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Describing scours</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of animals with the disease</li> <li>Students book</li> <li>Farm (Livestock)</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 320-321</li> <li>Longhorn secondary</li> </ul>	

				and the control of scours		<ul style="list-style-type: none"> <li>Diagrams in the students book</li> </ul>	<p>Agriculture form 3 pg 261-262 Teachers guide pg 116-117</p> <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 2 page 314</li> <li>Access secondary revision page 206-207</li> </ul>	
9	1		Bacterial Black quarter Mastitis	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the cause, symptoms and control of mastitis</li> <li>Describe the cause, symptoms and control of black quarter</li> </ul>	<ul style="list-style-type: none"> <li>Describing the mastitis</li> <li>Describing the black quarter</li> <li>Note making</li> <li>drawings</li> </ul>	<ul style="list-style-type: none"> <li>school farm</li> <li>diagrams in the students book</li> <li>Photographs of affected animals</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 321-322,315-317</li> <li>Longhorn secondary Agriculture form 3 pg 263-264 Teachers guide pg 116-117</li> <li>Golden tips agriculture page 314</li> <li>Access secondary revision page 207</li> </ul>	
	2		Anthrax Pneumonia	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of anthrax</li> <li>Describe cause, symptoms and control of pneumonia</li> </ul>	<ul style="list-style-type: none"> <li>Describing the Anthrax</li> <li>Describing the pneumonia</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of animal with the disease</li> <li>School farm</li> <li>Livestock farm</li> <li>Diagrams on the students books</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 312</li> <li>Longhorn secondary Agriculture form 3 pg 256-257 Teachers guide pg 116-117</li> <li>Gateway Agriculture revision paper 2</li> </ul>	

							page 67-71 <ul style="list-style-type: none"> <li>Golden tips agriculture page 314</li> <li>Access secondary revision page 208-209</li> </ul>	
	<b>3-4</b>	Livestock Diseases	Viral Diseases Foot & Mouth Rinderpest	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptom and control of foot and mouth</li> <li>Describe cause, symptom and control of Rinderpest</li> </ul>	<ul style="list-style-type: none"> <li>Describing foot and mouth and Rinderpest</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of the animal with the disease</li> <li>Students book</li> <li>Chalk board</li> <li>School farm</li> <li>Livestock farm</li> <li>Diagrams in the students book</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 325-326</li> <li>Longhorn secondary Agriculture form 3 pg 267-269 Teachers guide pg 116-117</li> <li>Gateway Agriculture revision paper 2 page 71-74</li> <li>Access secondary revision page 209-210</li> </ul>	
<b>10</b>	<b>1</b>		New castle	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptoms and control a new castle</li> </ul>	<ul style="list-style-type: none"> <li>Describing new castle</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of animal with the disease</li> <li>School farm</li> <li>Livestock farm</li> <li>Diagrams in the students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 326-327</li> <li>Longhorn secondary Agriculture form 3 pg 269-270 Teachers guide pg 117-118</li> <li>Gateway Agriculture revision paper 2 page 71-74</li> <li>Golden tips</li> </ul>	



							agriculture page 316 <ul style="list-style-type: none"> <li>Access secondary revision page 210</li> </ul>
2		Fowl Pox	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of fowl pox</li> </ul>	<ul style="list-style-type: none"> <li>Describing fowl pox disease</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Livestock farm</li> <li>School farms</li> <li>Students book</li> <li>Photographs of the affected animal</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 327-329</li> <li>Longhorn secondary Agriculture form 3 pg 269-270 Teachers guide pg 117-118</li> <li>Golden tips agriculture page 315</li> <li>Access secondary revision page 211</li> </ul>	
3		Gumboro	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause, symptoms and control of Gumboro</li> </ul>	<ul style="list-style-type: none"> <li>Describing Gumboro</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Photograph of affected animal</li> <li>Livestock farm</li> <li>School farm</li> <li>Students book</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 329</li> <li>Longhorn secondary Agriculture form 3 pg 271-272 Teachers guide pg 117-118</li> <li>Golden tips agriculture page 315</li> <li>Access secondary revision page 211</li> </ul>	
4	Livestock Diseases	African Swine Fever	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe cause,</li> </ul>	<ul style="list-style-type: none"> <li>Describing African Swine Fever</li> <li>Note taking</li> <li>Asking and</li> </ul>	<ul style="list-style-type: none"> <li>Photograph of animals with the disease</li> <li>Diagrams in the</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 3 pg 330-332</li> </ul>	

				<p>symptom and control of African Swine Fever</p>	<p>answering questions</p>	<p>students book</p> <ul style="list-style-type: none"> <li>• School farm</li> <li>• Livestock farm</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 3 pg 272-273</li> <li>• Teachers guide pg 118-119</li> <li>• Gateway Agriculture revision paper 2 page 66-67</li> <li>• Golden tips agriculture page 317</li> <li>• Access secondary revision page 212</li> </ul>	
11	1		<p>Nutritional disorders Milk fever</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe causes, symptoms and control, treatment of milk fever</li> </ul>	<ul style="list-style-type: none"> <li>• Describing milk fever</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of animals with the disease</li> <li>• Diagrams in the students book</li> <li>• School farm</li> <li>• Livestock farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 330-332</li> <li>• Longhorn secondary Agriculture form 3 pg 272-273</li> <li>• Teachers guide pg 118-119</li> <li>• Gateway Agriculture revision paper 2 page 66-67</li> <li>• Golden tips agriculture page 317</li> <li>• Access secondary revision page 212</li> </ul>	
	2		<p>Bloat</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the cause, symptom</li> </ul>	<ul style="list-style-type: none"> <li>• Describing bloat diseases</li> <li>• Drawing the process of control using surgical</li> </ul>	<ul style="list-style-type: none"> <li>• Troca and canular</li> <li>• Photographs of the animals with the disease</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 3 pg 332-333</li> <li>• Longhorn secondary Agriculture form 3</li> </ul>	

				and the control of bloat	<ul style="list-style-type: none"> <li>means</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams in the students book</li> <li>School farm</li> </ul>	<ul style="list-style-type: none"> <li>pg 272-273</li> <li>Teachers guide pg 118-119</li> <li>Gateway Agriculture revision paper 2 page 66-67</li> <li>Golden tips agriculture page 317</li> <li>Access secondary revision page 212</li> </ul>	
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**REVISION**

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**AGRICULTURE FORM 4 SCHEMES OF WORK – TERM 1**

<b>1</b>	<b>1</b>	Livestock production (V) poultry	Parts of an egg	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify the various parts of an egg</li> <li>Explain the functions of each part of an egg</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the parts of an egg</li> <li>Explaining the functions of each part of an egg</li> <li>Note making</li> <li>Illustrations</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Labeled diagram of internal structure of an egg</li> <li>Boiled egg</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 1-3</li> <li>Longhorn secondary Agriculture form 4 pg 1-2</li> <li>Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 39</li> <li>Golden tips agriculture page 303-304</li> </ul>	
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	2	Livestock production (V) poultry	Natural incubation	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe natural incubation</li> <li>State the advantages and disadvantages of natural incubation</li> </ul>	<ul style="list-style-type: none"> <li>Describing natural incubation</li> <li>Stating the advantages and disadvantages of natural incubation</li> <li>Illustration</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>A diagram illustrating natural incubation</li> <li>An egg</li> <li>Realic of nesting box</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 1-3</li> <li>Longhorn secondary Agriculture form 4 pg 1-2 Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 39</li> <li>Golden tips agriculture page 303-304</li> </ul>
	3-4	Livestock production (V) Poultry	Artificial incubation	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Outline the conditions necessary for artificial incubation</li> <li>Describe the management of an incubator</li> <li>State the advantages and disadvantages of artificial incubation</li> </ul>	<ul style="list-style-type: none"> <li>Outline the conditions necessary for artificial incubation</li> <li>Description</li> <li>Stating the advantages and disadvantages of artificial incubation</li> <li>Illustration</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Diagrams illustrating the structure of an artificial incubator</li> <li>Realic of an artificial incubator</li> <li>An egg</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 7-9</li> <li>Longhorn secondary Agriculture form 4 pg 5-6 Teachers guide pg 114-116</li> <li>Gateway Agriculture revision paper 2 page 411</li> <li>Golden tips agriculture page 305</li> </ul>
2	1	Livestock Production (V) poultry	Natural Brooding	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define the term brooding</li> <li>Describe natural</li> </ul>	<ul style="list-style-type: none"> <li>Defining and describing natural brooding</li> <li>Note making</li> <li>Asking and answering</li> </ul>	<ul style="list-style-type: none"> <li>text books</li> <li>diagram of broody hen</li> <li>Realia of a broody hen</li> <li>samples of</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 9</li> <li>Longhorn secondary Agriculture form 4</li> </ul>

				brooding	<ul style="list-style-type: none"> <li>questions</li> <li>illustration</li> </ul>	chicken variety	<p>pg 7 Teachers guide pg 114-116</p> <ul style="list-style-type: none"> <li>Gateway Agriculture revision paper 2 page 41-42</li> <li>Golden tips agriculture page 305-306</li> </ul>	
	<b>2</b>	Livestock Production (V) Poultry	Artificial Brooding	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain artificial brooding</li> <li>Identify the requirements in an artificial brooder</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of artificial brooding</li> <li>Identification of the artificial brooding requirements</li> <li>Note making</li> <li>Illustration</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Diagrams of a brooder</li> <li>Realia of a brooder in a chicken</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 10-13</li> <li>Longhorn secondary Agriculture form 4 pg 8-10</li> <li>Gateway Agriculture revision paper 2 page 42</li> <li>Golden tips agriculture page 306</li> </ul>	
	<b>3 and 4</b>	Livestock Production (V) Poultry	Recreing systems Free range Fold system	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe free range on fold system</li> <li>Outline the requirements of free range systems</li> <li>State the disadvantages and advantages of free range and fold system</li> </ul>	<ul style="list-style-type: none"> <li>Describing free range and fold system</li> <li>Outline the requirements of free range</li> <li>Stating the advantages and disadvantages of free range and fold</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Poultry Farm</li> <li>Sample of chicken feed</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 14-15</li> <li>Longhorn secondary Agriculture form 4 pg 11-13</li> <li>Gateway Agriculture revision paper 2 page 43</li> <li>Golden tips agriculture page 306</li> </ul>	

3	1	Livestock Production (V) poultry	Rearing systems Free range fold system	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe free range on fold system</li> <li>Outline the requirements of free range systems</li> <li>State the disadvantages and advantages of free range and fold system</li> </ul>	<ul style="list-style-type: none"> <li>Describing free range and fold system</li> <li>Outline the requirements of free range</li> <li>Stating the advantage and disadvantages of free range and fold system</li> <li>Illustration</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Poultry farm</li> <li>Sample of chicken feed</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 16-18</li> <li>Longhorn secondary Agriculture form 4 pg 12-13</li> <li>Gateway Agriculture revision paper 2 page 43</li> <li>Golden tips agriculture page 307</li> </ul>	
	2	Livestock Production (V) Poultry	Rearing systems Deep litter system Battery cage system	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Outline the requirements in deep litter system</li> <li>State the advantages and disadvantages of the deep litter and battery cage system</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the requirements of deep litter</li> <li>Stating the advantages and disadvantages of deep litter on battery cage system</li> <li>Note making</li> <li>Illustration</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Test books</li> <li>School poultry farm</li> <li>Sample of chicken feed</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 18-21</li> <li>Longhorn secondary Agriculture form 4 pg 12-13</li> <li>Gateway Agriculture revision paper 2 page 45</li> </ul>	
	3	Livestock production (V) poultry	Stress in chicken	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define the term stress</li> <li>Identify the causes of stress in chicken</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the causes of stress in chicken</li> <li>Stating the control measures of stress in chicken</li> <li>Illustration</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Poultry farm</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 16-18</li> <li>Longhorn secondary Agriculture form 4 pg 12-13</li> <li>Gateway Agriculture</li> </ul>	

				<ul style="list-style-type: none"> <li>State the control measures of stress in chicken</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions</li> </ul>		<ul style="list-style-type: none"> <li>revision paper 2 page 45</li> <li>Golden tips K.C.S.E agriculture page 307</li> </ul>	
	<b>4</b>	Livestock Production (V) poultry	Vices in chicken	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Identify the kinds of vices in chicken</li> <li>Identify the causes of such vices in chicken</li> <li>State the control measures of vices in chicken</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the vices in chicken</li> <li>Identifying the causes of vices in chicken</li> <li>State the control measures of vices in chicken</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Poultry farm</li> <li>Photos illustrating example of such vices</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 23-24</li> <li>Longhorn secondary Agriculture form 4 pg 20-21</li> <li>Gateway Agriculture revision paper 2 page 45</li> <li>Golden tips K.C.S.E agriculture page 307</li> </ul>	
<b>4</b>	<b>1</b>	Livestock Production V Poultry	Marketing of poultry products eggs	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the marketing of eggs</li> </ul>	<ul style="list-style-type: none"> <li>Describing the marketing of eggs</li> <li>Note making</li> <li>Illustration</li> <li>Asking and answering question</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Eggs</li> <li>Poultry farm</li> <li>store</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 24-25</li> <li>Longhorn secondary Agriculture form 4 pg 22-23</li> <li>Gateway Agriculture revision paper 2 page 46</li> <li>Golden tips K.C.S.E agriculture page 307</li> </ul>	
	<b>2</b>	Livestock production Poultry	Marketing of poultry production Chicken meat	<p>By the of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the marketing of</li> </ul>	<ul style="list-style-type: none"> <li>Describing the marketing of chicken meat</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Poultry farm</li> <li>photos</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 23-24</li> <li>Longhorn secondary</li> </ul>	

				chicken meat	<ul style="list-style-type: none"> <li>• Illustration</li> <li>• Asking and answering questions</li> </ul>		<p>Agriculture form 4 pg 20-21</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 46</li> <li>• Golden tips K.C.S.E agriculture page 307</li> </ul>	
	<b>3 and 4</b>	Livestock production VI (Cattle)	Raising of the young stock	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the feeding of a new born calf</li> <li>• Describe the preparation of artificial colostrums</li> <li>• State the importance of colostrums</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the feeding of a new calf</li> <li>• Describe the preparation of artificial colostrums</li> <li>• State the importance of colostrums</li> <li>• Illustrations</li> <li>• Note making</li> <li>• Asking and answering of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Dairy farm</li> <li>• Calf</li> <li>• Sample of artificial colostrums</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 23-24</li> <li>• Longhorn secondary Agriculture form 4 pg 20-21</li> <li>• Gateway Agriculture revision paper 2 page 45</li> <li>• Golden tips K.C.S.E agriculture page 307</li> </ul>	
<b>5</b>	<b>1</b>	Livestock Production VI (Cattle)	Methods of calf rearing	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the natural and artificial methods of feeding a calf</li> <li>• State the advantages and disadvantages of both natural and artificial rearing</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the methods of rearing</li> <li>• Stating the advantages and disadvantages of the methods of rearing</li> <li>• Illustrations</li> <li>• Note making</li> <li>• Asking and answering of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Dairy farm</li> <li>• Calf</li> <li>• Sample of artificial colostrum</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 29-30</li> <li>• Longhorn secondary Agriculture form 4 pg 26-28</li> <li>• Gateway Agriculture revision paper 2 page 48</li> <li>• Golden tips K.C.S.E agriculture page 308</li> </ul>	
	<b>2</b>	Livestock	Weaning of calves	By the end of the lesson,	<ul style="list-style-type: none"> <li>• Discussing both</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary</li> </ul>	



		Production (Cattle)		<p>the learner should be able to</p> <ul style="list-style-type: none"> <li>• discuss late weaning and early weaning programmes</li> </ul>	<p>weaning and late weaning</p> <ul style="list-style-type: none"> <li>• Illustrating</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Dairy farm</li> <li>• Calf</li> <li>• Sample of colostrums</li> </ul>	<p>Agriculture form 4 pg 30-32</p> <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 4 pg 30-32</li> <li>• Gateway Agriculture revision paper 2 page 48</li> <li>• Golden tips K.C.S.E agriculture page 308</li> </ul>	
	<b>3 and 4</b>	Livestock production VI (Cattle)	Calf housing	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify the types of calf pens</li> <li>• Outline the requirements of calf pens</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the types of calf pens</li> <li>• Outlining the requirements of calf pens</li> <li>• Illustration</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Dairy farm</li> <li>• Calf pen</li> <li>• Diagrams and photos of calf pens</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 32-34</li> <li>• Longhorn secondary Agriculture form 4 pg 30-32</li> <li>• Gateway Agriculture revision paper 2 page 48</li> <li>• Golden tips K.C.S.E agriculture page 308-309</li> <li>• Top mark series Revision Agriculture pg 124</li> </ul>	
<b>6</b>	<b>1</b>	Livestock production VI (Cattle)	Routine management practices	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the various routine practices in managing a calf</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the routine management practices</li> <li>• Illustration</li> <li>• Note making</li> <li>• Asking and</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Dairy farm</li> <li>• Realize on some tools for calf managements</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 34-36</li> <li>• Longhorn secondary Agriculture form 4 pg 30-32</li> <li>• Gateway Agriculture</li> </ul>	

					answering questions		revision paper 2 page 49 <ul style="list-style-type: none"> <li>Golden tips K.C.S.E agriculture page 308-309</li> </ul>	
	<b>2</b>	Livestock Production VI (Poultry)	Milk and milking Factors affecting milk composition Milk secreting and let down	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>explain the factors that affect milk composition</li> <li>Illustrate milk secretion and milk let down</li> </ul>	<ul style="list-style-type: none"> <li>Explaining factors that affect milk composition</li> <li>Illustrate milk secretion and milk let down</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Milk sample</li> <li>Diagram illustrating the udder</li> <li>Milking equipment</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 36-40</li> <li>Longhorn secondary Agriculture form 4 pg 32-38</li> <li>Golden tips K.C.S.E agriculture page 309-310</li> <li>Top mark series Revision Agriculture page 124-126</li> </ul>	
	<b>3 and 4</b>	Livestock production VI (Poultry)	Milk and milking Clear milk production Dry cow therapy	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe clean milk production</li> <li>Describe the milking procedure</li> <li>Explain dry low therapy</li> </ul>	<ul style="list-style-type: none"> <li>Describing clean milk production</li> <li>Describing the milking procedure</li> <li>Explaining dry low therapy</li> <li>Illustration</li> <li>Note making</li> <li>Asking and answering question</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Milking equipment</li> <li>Dairy farm</li> <li>cow</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 40-46</li> <li>Longhorn secondary Agriculture form 4 pg 32-38</li> <li>Top mark series Agriculture Revision Pg 120</li> </ul>	
<b>7</b>	<b>1</b>	Livestock production VI (Cattle)	Marketing of milk and beef cattle	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Discuss the marketing of milk</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the marketing of milk and beef</li> <li>Illustration</li> </ul>	<ul style="list-style-type: none"> <li>Students text book</li> <li>Milk products</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 47-48</li> <li>Longhorn secondary</li> </ul>	



8	1	Farm power and machinery	Sources of power in the farm <ul style="list-style-type: none"> <li>• biogas</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• describe biogas wood and charcoal fuel</li> <li>• state the advantages of biogas charcoal and wood fuel</li> </ul>	<ul style="list-style-type: none"> <li>• describing biogas wood and fuel</li> <li>• stating the advantages of biogas, charcoal and wood fuel</li> </ul>	<ul style="list-style-type: none"> <li>• text books</li> <li>• wood and charcoal</li> <li>• biogas plant</li> <li>• photos</li> <li>• diagram of biogas digester</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 52-54</li> <li>• Longhorn secondary Agriculture form 4 pg 46-48</li> <li>• Golden tips K.C.S.E agriculture page 234-235</li> </ul>
	2	Farm power and machinery	Sources if power in the farm Fossil fuels Hydro-power Geothermal power	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe fossils fuels</li> <li>• Describe fossil fuels</li> <li>• Describe hydro-power</li> <li>• Describe geothermal power</li> </ul>	<ul style="list-style-type: none"> <li>• Describing fossils fuels and hydro-electric power</li> <li>• Illustrations</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Photos of a geothermal station</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 4 pg 46-48</li> <li>• Gateway Agriculture revision paper 2 page 71</li> <li>• Top Mark Series Agriculture Revision pg 139</li> </ul>
	3 and 4	Farm power and machinery	Sources of power in the <ul style="list-style-type: none"> <li>• Nuclear power</li> <li>• Storage battery</li> <li>• Electrical power</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Describe nuclear power</li> <li>• Describe storage battery</li> <li>• Describe solar power/radiation</li> <li>• Describe electrical power</li> </ul>	<ul style="list-style-type: none"> <li>• Describing nuclear storage battery and solar power</li> <li>• Illustration</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Storage battery</li> <li>• Photos of solar panels</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 54-55</li> <li>• Longhorn secondary Agriculture form 4 pg 51-52</li> <li>• Top Mark Series Agriculture Revision pg 401</li> </ul>
9	1	Farm power and machinery	Tractor engine	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> <li>• Describing a four structure engine</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Models of</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4</li> </ul>

				<p>to</p> <ul style="list-style-type: none"> <li>Describe a four stroke cycle engine</li> <li>Differentiate between a petrol engine and a diesel engine</li> </ul>	<ul style="list-style-type: none"> <li>Differentiating between diesel and petrol engine</li> <li>Illustration</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<p>engines</p> <ul style="list-style-type: none"> <li>A tractor</li> <li>photographs</li> </ul>	<p>pg 56-61</p> <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 4 pg 53-56</li> <li>Top Mark Series Agriculture Revision pg 140-141</li> <li>Golden tips K.C.S.E agriculture page 308</li> </ul>	
	<b>2</b>	Farm power and machine	Tractor engine	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe a two stroke cycle engine</li> </ul>	<ul style="list-style-type: none"> <li>Describing a two stroke engine</li> <li>Illustration</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Models of engines</li> <li>A tractor</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 61-63</li> <li>Longhorn secondary Agriculture form 4 pg 57-58</li> <li>Top Mark Series Agriculture Revision pg 141</li> </ul>	
	<b>3 and 4</b>	Farm power and machinery	Systems of a tractor Fuel system Electrical system	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the fuel system</li> <li>Describe the electrical system</li> <li>Describe the maintenance of the fuel and electrical systems</li> </ul>	<ul style="list-style-type: none"> <li>Describing the fuel and electrical systems</li> <li>Illustrations</li> <li>Note making</li> <li>Asking and answering questions</li> <li>Describing the maintenance of the fuel and electrical systems</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Models of engines</li> <li>A tractor</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 63-69</li> <li>Longhorn secondary Agriculture form 4 pg 60-62</li> <li>Top Mark Series Agriculture Revision pg 141-142</li> </ul>	
<b>10</b>	<b>1</b>	Farm power and machinery	Systems of a tractor Cooling systems	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> <li>Describing the cooling and</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Models of</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4</li> </ul>	

			Lubricating system	to <ul style="list-style-type: none"> <li>Describe the coding and its maintenance</li> <li>Describe the lubricating system and its maintenance</li> </ul>	lubricating systems and their maintenance <ul style="list-style-type: none"> <li>Illustration</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	engines <ul style="list-style-type: none"> <li>photographs</li> </ul>	pg 69-72 <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 4 pg 63-64</li> <li>Top Mark Series Agriculture Revision pg 143-144</li> </ul>	
	<b>2</b>	Farm power and machinery	Systems of a tractor Transmission system	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the power transmission system</li> </ul>	<ul style="list-style-type: none"> <li>Describing the power transmission system</li> <li>Note making</li> <li>Illustration</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Models of engine</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 72-76</li> <li>Longhorn secondary Agriculture form 4 pg 64-65</li> <li>Top Mark Series Agriculture Revision pg 144</li> </ul>	
	<b>3 and 4</b>	Farm power and machinery	Tractor servicing Short term services Long term services	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Discuss the various practices on tractor maintenance, both short term services and long term services</li> </ul>	<ul style="list-style-type: none"> <li>Discussion the tractor maintenance Practices</li> <li>Illustrations</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Models of engines</li> <li>A tractor</li> <li>photographs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 76-77</li> <li>Longhorn secondary Agriculture form 4 pg 65-66</li> <li>Top Mark Series Agriculture Revision pg 144-145</li> </ul>	

**PRE MOCK EXAMINATIONS**

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**AGRICULTURE FORM 4 SCHEMES OF WORK – TERM 2**

WE EK	LES SON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
1	1	Farm power and Machinery	Farm implements Tractor drawn implements Disc plough trailer	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Outline the various methods of attachment</li> <li>• Describe a trailer and its maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the methods of attachment</li> <li>• Describing the trailer and its maintenance</li> <li>• Illustration</li> <li>• Note making</li> <li>• Asking and answering of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Photos illustrating the various implements</li> <li>• Agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 77-79</li> <li>• Longhorn secondary Agriculture form 4 pg 66-70</li> <li>• Gateway Agriculture revision paper 2 page 81</li> <li>• Top Mark Series Agriculture Revision pg 145</li> </ul>	
	2	Farm Power and Machinery	Tractor drawn implements Disc plough Mould board plough	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Identify the various parts of a disc plough and mould board plough</li> <li>• State the maintenance practices of a disc plough and mould board plough</li> <li>• State the differences between a disc plough and a mould board plough</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the parts of a disc and mould board plough</li> <li>• Stating the maintenance practices of disc and mould board plough</li> <li>• Stating the differences between a disc and mould board plough</li> <li>• Illustration</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Photos illustrating a disc and mould board plough</li> <li>• An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 79-82</li> <li>• Longhorn secondary Agriculture form 4 pg 73-77</li> <li>• Gateway Agriculture revision paper 2 page 81-82</li> <li>• Top Mark Series Agriculture Revision pg 145-148</li> </ul>	

	<b>3 and 4</b>	Farm power and machinery	Tractor drawn implements Harrows Disc harrows Spring time harrows Spike tooth harrow Sub soilers	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the various types of harrows and sub-soilers</li> <li>State the maintenance practices of the various types of harrows and sub-soilers</li> </ul>	<ul style="list-style-type: none"> <li>Description of the various types of harrows and sub-soilers</li> <li>Stating the maintenance of practices of the harrows and sub-soilers</li> <li>Illustration</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Photos illustrating the harrows and sub-soiler</li> <li>An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 82-84</li> <li>Longhorn secondary Agriculture form 4 pg 73-77</li> <li>Gateway Agriculture revision paper 2 page 82</li> <li>Top Mark Series Agriculture Revision pg 147-148</li> </ul>
<b>2</b>	<b>1</b>	Farm power and machinery	Tractor drawn Implements Ridges rotary tillers	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the ridges and rotary tillers</li> <li>State the maintenance practices of the ridges and rotary tillers</li> </ul>	<ul style="list-style-type: none"> <li>Description of the ridgers and rotary tillers</li> <li>Stating the maintenance practices of the ridges and rotary tiller</li> <li>Illustrations</li> <li>Not making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Photos illustrating the ridges and rotary tillers</li> <li>An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 85</li> <li>Longhorn secondary Agriculture form 4 pg 77-79</li> <li>Gateway Agriculture revision paper 2 page 82</li> <li>Top Mark Series Agriculture Revision pg 148-149</li> </ul>
	<b>2</b>	Farm power and machinery	<ul style="list-style-type: none"> <li>Tractor drawn Implements</li> <li>Mowers</li> <li>Planters and seeders</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe the various types of mowers and the planters and seeders</li> </ul>	<ul style="list-style-type: none"> <li>Description of the various types of mowers and planters and seeders</li> <li>Stating the maintenance of practices of</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Photos</li> <li>Illustrating the mowers and planters and seeders</li> <li>An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 85-88</li> <li>Longhorn secondary Agriculture form 4 pg 79-81</li> <li>Gateway Agriculture</li> </ul>



				<ul style="list-style-type: none"> <li>State the maintenance practices of the various types of mowers and the planters and seeder</li> </ul>	<ul style="list-style-type: none"> <li>mowers and planters and seeders</li> <li>Illustration</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>		<ul style="list-style-type: none"> <li>revision paper 2 page 83</li> <li>Top Mark Series Agriculture Revision pg 149-151</li> </ul>	
	<b>3 and 4</b>	Farm power and machinery	<ul style="list-style-type: none"> <li>Tractor drawn implements</li> <li>Cultivators and seeders</li> <li>Sprayers</li> <li>Harvesting machines</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the cultivators/seeder s, sprayers and various types of harvesting machine</li> <li>State the maintenance practices of the cultivators/seeder s, sprayers and harvesting machines</li> </ul>	<ul style="list-style-type: none"> <li>Describing the cultivators/seeders , sprayers and harvesting machines</li> <li>Stating the maintenance practices of the cultivators seeders, sprayers and harvesting machines</li> <li>Illustrations</li> <li>Note making</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Photos illustrating the cultivators/ seeder</li> <li>Sprayers</li> <li>Harvesting machines</li> <li>An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 88-90</li> <li>Longhorn secondary Agriculture form 4 pg 81-82</li> <li>Gateway Agriculture revision paper 2 page 84</li> <li>Top Mark Series Agriculture Revision pg 149-151</li> </ul>	
<b>3</b>	<b>1</b>	Farm power and machinery	<ul style="list-style-type: none"> <li>Animal drawn implements</li> <li>Ox-drawn plough</li> <li>Ox-line harrow</li> <li>Ox-carts</li> <li>Ox-ridger</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe the ox-drawn plough, ox-time harrow, ox-carts and ox-ridger</li> <li>State the maintenance practices of animal drawn implements</li> </ul>	<ul style="list-style-type: none"> <li>Describing the animal drawn implements</li> <li>Stating the maintenance of the animal drawn implements</li> <li>Identifying the parts of an ox-drawn plough</li> <li>Illustration</li> <li>Note making</li> <li>Asking and</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Photos illustrating the animal drawn implements</li> <li>An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 91-95</li> <li>Longhorn secondary Agriculture form 4 pg 82-85</li> <li>Gateway Agriculture revision paper 2 page 84-85</li> <li>Top Mark Series Agriculture Revision</li> </ul>	

				<ul style="list-style-type: none"> <li>Identify the parts of an ox-drawn plough</li> </ul>	answering questions		pg 152-154	
	<b>2</b>	Agricultural economics (III) production economics	<ul style="list-style-type: none"> <li>-nation income</li> <li>GDP</li> <li>GNP</li> <li>Per capital income</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Explain how household firms and central authority contributes to the national income</li> <li>Explain the terms GDP, GNP and per capital income</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how household firms and central authorities contribute to national income</li> <li>Explaining - GDP, GNP, Per capital income</li> <li>Illustrations</li> <li>Note making</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Chart containing formulae</li> <li>Newspapers</li> <li>Statistical abstractor</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 96-98</li> <li>Longhorn secondary Agriculture form 4 pg 87-90</li> <li>Gateway Agriculture revision paper 2 page 101-102</li> <li>Top Mark Series Agriculture Revision pg 161</li> </ul>	
	<b>3 and 4</b>	Agricultural Economics (III) productions economics	<p>Factors of production</p> <ul style="list-style-type: none"> <li>Land</li> <li>labour</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>discuss land and labour and factors of production</li> <li>to explain how land and labour affect production</li> </ul>	<ul style="list-style-type: none"> <li>Discussing land and labour as factors of production</li> <li>Explanation of how land and labour affect production</li> <li>Illustrations</li> <li>Note making</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Newspapers</li> <li>Statistical abstracts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 99-102</li> <li>Longhorn secondary Agriculture form 4 pg 92-94</li> <li>Gateway Agriculture revision paper 2 page 102</li> <li>Top Mark Series Agriculture Revision pg 161-162</li> </ul>	
<b>4</b>	<b>1</b>	Agricultural Economics (III)	Factors of production	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> <li>Discussion of capital and</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>News papers</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary</li> </ul>	

		production economics	<ul style="list-style-type: none"> <li>• Capital</li> <li>• The management</li> </ul>	to <ul style="list-style-type: none"> <li>• Discuss capital and management as factors of production</li> <li>• Explain how capital and management affect production</li> </ul>	management factors of production <ul style="list-style-type: none"> <li>• Explanation of how capital and management affect production</li> <li>• Illustrations</li> <li>• Note making</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical abstracts</li> </ul>	<p>Agriculture form 4 pg 102-104</p> <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 4 pg 94-96</li> <li>• Gateway Agriculture revision paper 2 page 103</li> <li>• Top Mark Series Agriculture Revision pg 162</li> </ul>	
	<b>2</b>	Agricultural economics (III) production economics	The production function	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define production function</li> <li>• Identify the types of production function</li> <li>• Describe the types of production function</li> </ul>	<ul style="list-style-type: none"> <li>• Defining production function</li> <li>• Identifying the types of production functions</li> <li>• Describing the types of production functions</li> <li>• Illustrating</li> <li>• Asking and answering of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Graphs of various production functions</li> <li>• Tables of various production functions</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 104-111</li> <li>• Longhorn secondary Agriculture form 4 pg 96-99</li> <li>• Gateway Agriculture revision paper 2 page 103</li> <li>• Top Mark Series Agriculture Revision pg 162-163</li> </ul>	
	<b>3 and 4</b>	Agricultural Economics (II) production economics	Economic laws and principles Law of diminishing returns	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the law of diminishing returns</li> <li>• Explain how it affects agricultural</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the law of diminishing return</li> <li>• Explanation of how the law affects agricultural production</li> <li>• Illustration</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Graphs on the three zone of a production of a function</li> <li>• Tables on production under this law</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 111-115</li> <li>• Longhorn secondary Agriculture form 4 pg 100-102</li> <li>• Gateway Agriculture revision paper 2</li> </ul>	

				production			page 103 <ul style="list-style-type: none"> <li>• Top Mark Series Agriculture Revision pg 163</li> </ul>	
5	1	Agricultural economics (II) production economics	Economic law and principles Law of substitution	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the law of substitution</li> <li>• Explain how law of substitution affects Agricultural productions</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the law of substitution</li> <li>• Explanation of how the law affects agricultural production</li> <li>• Illustration</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Charts</li> <li>• Statistical abstracts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 115-117</li> <li>• Longhorn secondary Agriculture form 4 pg 102-103</li> <li>• Gateway Agriculture revision paper 2 page 103</li> <li>• Top Mark Series Agriculture Revision pg 163</li> </ul>	
	2	Agricultural economics (III) production economics	Economic law and principles <ul style="list-style-type: none"> <li>• Law of equimarginal returns</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• State the law of equimarginal returns</li> <li>• Explain how the law of equimarginal returns affects production</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the law of equimarginal returns</li> <li>• Explaining how the law affects production</li> <li>• Illustration</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Charts</li> <li>• Statistical abstracts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 117</li> <li>• Longhorn secondary Agriculture form 4 pg 104-105</li> <li>• Gateway Agriculture revision paper 2 page 104</li> <li>• Top Mark Series Agriculture Revision pg 164</li> </ul>	
	3 and	Agricultural Economics (III)	Principle of profit maximization	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> <li>• Stating the principle of profit</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Tables on</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4</li> </ul>	

	4	production economics		<p>to</p> <ul style="list-style-type: none"> <li>• State the principle of profit maximization</li> <li>• Describe various types of costs</li> <li>• Explain the concept of revenue</li> </ul>	<p>maximization</p> <ul style="list-style-type: none"> <li>• Describe the various types of costs</li> <li>• Explanation of the concept of revenue</li> <li>• Illustration</li> <li>• Questioning and answering</li> </ul>	<p>revenues</p> <ul style="list-style-type: none"> <li>• Charts on revenue</li> <li>• Statistical abstracts</li> </ul>	<p>pg 117-121</p> <ul style="list-style-type: none"> <li>• Longhorn secondary Agriculture form 4 pg 105</li> <li>• Gateway Agriculture revision paper 2 page 104</li> <li>• Top Mark Series Agriculture Revision pg 164-165</li> </ul>	
6	1	Agricultural economics (II) Production economics	Farm planning	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Explain the factors to consider in drawing a farm planning</li> <li>• Outline steps in making a farm plan</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the factor to consider when drawing a farm plan</li> <li>• Outlining the steps in making a farm plan</li> <li>• Illustration</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Charts</li> <li>• Statistical abstracts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 121-123</li> <li>• Longhorn secondary Agriculture form 4 pg 108-109</li> <li>• Gateway Agriculture revision paper 2 page 104</li> <li>• Top Mark Series Agriculture Revision pg 165</li> </ul>	
	2	Agricultural Economics (III) production economics	Farm budgeting	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Define farm budgeting</li> <li>• State the importance of farm budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of farm budgeting</li> <li>• Stating the importance of farm budgeting</li> <li>• Illustration</li> <li>• Note making</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Farm records</li> <li>• Ag agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 123-127</li> <li>• Longhorn secondary Agriculture form 4 pg 110-112</li> <li>• Gateway Agriculture revision paper 2 page 104</li> </ul>	

							<ul style="list-style-type: none"> <li>• Top Mark Series Agriculture Revision pg 165</li> </ul>	
	<b>3 and 4</b>	Agricultural economics (III) production economics	Farm budgeting	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the types of budgeting in agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the types of budgeting</li> <li>• Illustration</li> <li>• Note making</li> <li>• Question and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Farm records</li> <li>• An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 123-127</li> <li>• Longhorn secondary Agriculture form 4 pg 110-112</li> <li>• Gateway Agriculture revision paper 2 page 104</li> </ul>	
<b>7</b>	<b>1</b>	Agricultural Economics (III) Production economics	<ul style="list-style-type: none"> <li>• Agricultural support services available to the farmer</li> <li>• Extension and training</li> <li>• Banking</li> <li>• Credit services</li> <li>• Agricultural Research</li> <li>• marketing</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• explain the agricultural support services available to the farmers</li> <li>• extension and training</li> <li>• banking</li> <li>• credit</li> <li>• AI services</li> <li>• Agricultural research</li> <li>• marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of the Agricultural support services available to the farmer</li> <li>• Illustrations</li> <li>• Note making</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Farm record</li> <li>• An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 112-132</li> <li>• Longhorn secondary Agriculture form 4 pg 112-114</li> <li>• Gateway Agriculture revision paper 2 page 105-106</li> <li>• Top Mark Series Agriculture Revision pg 165-166</li> </ul>	
	<b>2</b>	Agricultural Economics (III) production economics	<p>Agricultural support services available to the farmers</p> <p>Veterinary services</p> <p>Farm input supplies</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Explain the Agricultural</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of the Agricultural support services available to a farmer</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Farm records</li> <li>• An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 133-134</li> <li>• Longhorn secondary</li> </ul>	

			Tractor hire services	<p>support services available to a farmer</p> <ul style="list-style-type: none"> <li>• Veterinary services</li> <li>• Farm input supplies</li> <li>• Tractor hire services</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration</li> <li>• Note making</li> <li>• Asking and answering questions</li> </ul>		<p>Agriculture form 4 pg 110-112</p> <ul style="list-style-type: none"> <li>• Gateway Agriculture revision paper 2 page 104</li> <li>• Top Mark Series Agriculture Revision pg 166-167</li> </ul>	
	<b>3 and 4</b>	Agricultural economics (IV) farm accounts	Risks and uncertainties in farming	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Identify the types of risks on uncertainties of a farmer may face</li> <li>• Outline the ways in which a farmer may adjust to uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the types of risk and uncertainties</li> <li>• Outlining the ways in which a farmer may adjust to the uncertainties</li> <li>• Illustration</li> <li>• Note making</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• charts</li> <li>• Text books</li> <li>• Financial documents</li> <li>• An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 134-136</li> <li>• Longhorn secondary Agriculture form 4 pg 116-119</li> <li>• Gateway Agriculture revision paper 2 page 106</li> <li>• Top Mark Series Agriculture Revision pg 166-167</li> </ul>	
<b>8</b>	<b>1</b>	Agricultural economics (IV) farm accounts	<ul style="list-style-type: none"> <li>• Importance of keeping farm accounts</li> <li>• Type of farm accounts</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• State the importance of keeping farm accounts</li> <li>• Identify the types of farm accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the importance of keeping farm records</li> <li>• Identification of the types of farm accounts</li> <li>• Illustration</li> <li>• A sample of financial documents</li> <li>• charts</li> </ul>	<ul style="list-style-type: none"> <li>• charts</li> <li>• Text books</li> <li>• Financial documents</li> <li>• An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 139</li> <li>• Longhorn secondary Agriculture form 4 pg 121</li> <li>• Gateway Agriculture revision paper 2 page 108</li> <li>• Top Mark Series Agriculture Revision</li> </ul>	

							pg 168	
	<b>2</b>	Agricultural economics (IV) farm accounts	Financial statements Invoice Statement of accounts	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe an invoice and a statement of account</li> <li>Distinguish between invoice and a statement of account</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishing an invoice and a statement of account</li> <li>Describing an invoice and a statement of accounts</li> <li>Note making</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>An invoice</li> <li>An agricultural firm</li> <li>A chart</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 140-141</li> <li>Longhorn secondary Agriculture form 4 pg 122-124</li> <li>Gateway Agriculture revision paper 2 page 108</li> <li>Top Mark Series Agriculture Revision pg 168</li> </ul>	
	<b>3 and 4</b>	Agricultural economics (IV) farm accounts	<ul style="list-style-type: none"> <li>Receipts</li> <li>Delivery note</li> <li>Purchase order</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe a receipt, delivery note and purchase order</li> <li>Distinguish between, receipts, delivery note and a purchase order</li> </ul>	<ul style="list-style-type: none"> <li>Description of a receipt delivery note and a purchase order</li> <li>Distinguish the three documents</li> <li>Illustrations</li> <li>Note making</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>A receipt</li> <li>A railway note</li> <li>A purchase order</li> <li>An agricultural farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 141-145</li> <li>Longhorn secondary Agriculture form 4 pg 124-125</li> <li>Gateway Agriculture revision paper 2 page 108</li> <li>Top Mark Series Agriculture Revision pg 168-169</li> </ul>	
<b>9</b>	<b>1</b>	Agricultural Economics (iv) Farm accounts	Books of accounts <ul style="list-style-type: none"> <li>Cash book</li> <li>inventory</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>identify the cash book and the inventory</li> </ul>	<ul style="list-style-type: none"> <li>identification of the cash book and the inventory</li> <li>stating the uses of the cash book and the inventory</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>A cash account</li> <li>An inventory</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 146-150</li> <li>Longhorn secondary Agriculture form 4</li> </ul>	



				<ul style="list-style-type: none"> <li>state the uses of cash book and the inventory</li> </ul>	<ul style="list-style-type: none"> <li>note making</li> <li>illustration</li> <li>questioning and answering</li> </ul>		<ul style="list-style-type: none"> <li>pg 125-127</li> <li>Gateway Agriculture revision paper 2 page 109</li> <li>Top Mark Series Agriculture Revision pg 169</li> </ul>	
	2	Agricultural Economics (IV) farm accounts	Books of Accounts <ul style="list-style-type: none"> <li>Journal</li> <li>ledger</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>describe the journal and ledger</li> <li>state the uses of a journal and ledger</li> </ul>	<ul style="list-style-type: none"> <li>description of the ledger and journal</li> <li>stating the uses of the ledger and journal</li> <li>illustration</li> <li>questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>A ledger account page</li> <li>A journal</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 150-153</li> <li>Longhorn secondary Agriculture form 4 pg 127-129</li> <li>Gateway Agriculture revision paper 2 page 109</li> <li>Top Mark Series Agriculture Revision pg 169</li> </ul>	
	3	Agricultural Economics (IV) farm accounts	Financial statements <ul style="list-style-type: none"> <li>Balance sheet</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Analyses and prepare a balance sheet</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing and preparing a balance sheet</li> <li>Illustration</li> <li>Questioning and answering</li> <li>Note taking</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Charts</li> <li>Format of balance sheet</li> <li>A balance sheet</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 154-157</li> <li>Longhorn secondary Agriculture form 4 pg 124-125</li> <li>Gateway Agriculture revision paper 2 page 109-111</li> <li>Top Mark Series Agriculture Revision pg 169</li> </ul>	

10	1	Agricultural economics (IV) farm accounts	<ul style="list-style-type: none"> <li>Financial statements</li> <li>Profit and loss account</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Analyse and prepare a profit and loss account</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing and preparing profit and loss account</li> <li>Note making</li> <li>Explanation</li> <li>Illustration</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Charts</li> <li>A format of profit and loss account</li> <li>A profit and loss account</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 157-159</li> <li>Longhorn secondary Agriculture form 4 pg 132-133</li> <li>Gateway Agriculture revision paper 2 page 109-111</li> <li>Top Mark Series Agriculture Revision pg 169</li> </ul>
	2	Agricultural economics (IV) farm accounts	<p>Financial statements Cash analysis</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Analyses and prepare a cash analysis</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing and preparing cash analysis</li> <li>Explanation</li> <li>Illustration</li> <li>Note making</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Charts</li> <li>A cash analysis</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 159-162</li> <li>Longhorn secondary Agriculture form 4 pg 133-135</li> <li>Gateway Agriculture revision paper 2 page 111</li> <li>Top Mark Series Agriculture Revision pg 169</li> </ul>

**MOCK EXAMINATIONS**

**AGRICULTURE FORM 4 SCHEMES OF WORK – TERM 3**

1	1	Agricultural	Market and	By the end of the lesson,	<ul style="list-style-type: none"> <li>Definition of</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary</li> </ul>
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		Economics (V) Agricultural marketing and organization	marketing	the learner should be able to <ul style="list-style-type: none"> <li>Define marketing and market</li> <li>Identify the types of markets</li> <li>Describe the various types of markets available</li> </ul>	market and marketing <ul style="list-style-type: none"> <li>Identification of the types of markets</li> <li>Description of the various types</li> <li>Note taking</li> <li>Asking and answering questions</li> <li>Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Local markets</li> </ul>	Agriculture form 4 pg 137-138 <ul style="list-style-type: none"> <li>Longhorn secondary Agriculture form 4 pg 164-166</li> <li>Gateway Agriculture revision paper 2 page 109-111</li> <li>Top Mark Series Agriculture Revision pg 173</li> </ul>	
	<b>2</b>	Agricultural Economics (V) Agricultural marketing and organization	Demand, supply and price theory demand	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Define demand</li> <li>State the law of demand</li> <li>Explain the factors influencing demand for a commodity</li> </ul>	<ul style="list-style-type: none"> <li>Define demand</li> <li>Stating the law of demand</li> <li>Explaining the factors influencing demand</li> <li>Note taking</li> <li>Asking and answering questions</li> <li>illustration</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Charts</li> <li>A local market</li> <li>Tables</li> <li>Graphs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 166-169</li> <li>Longhorn secondary Agriculture form 4 pg 139-141</li> <li>Gateway Agriculture revision paper 2 page 114</li> <li>Top Mark Series Agriculture Revision pg 174</li> </ul>	
	<b>3 and 4</b>	Agricultural Economics (V) Agricultural marketing and organization	Elasticity of Demand (ED)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe elasticity of demand</li> <li>Explain the factors influencing elasticity of demand</li> </ul>	<ul style="list-style-type: none"> <li>Description of elasticity</li> <li>Explanation of the factors that influencing elasticity of demand</li> <li>Illustration</li> <li>Note making</li> <li>Questioning and</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Local market</li> <li>Tables</li> <li>Graphs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 170-174</li> <li>Longhorn secondary Agriculture form 4 pg 140-144</li> <li>Gateway Agriculture revision paper 2</li> </ul>	



	<b>3 and 4</b>	Agricultural economics (V) Agricultural marketing and organization	Price Theory	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Define the term price</li> <li>Discuss the determination of market prices</li> </ul>	<ul style="list-style-type: none"> <li>Definition of the term price</li> <li>Discussion of the market price determination</li> <li>Illustrations</li> <li>Note taking</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>A local market</li> <li>Tables</li> <li>graphs</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 178-179</li> <li>Longhorn secondary Agriculture form 4 pg 149-150</li> <li>Gateway Agriculture revision paper 2 page 115</li> <li>Top Mark Series Agriculture Revision pg 175</li> </ul>	
<b>3</b>	<b>1</b>	Agricultural Economics (V) Agricultural marketing and organization	Price control	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Describe price control</li> <li>Illustrate the price control graphically</li> </ul>	<ul style="list-style-type: none"> <li>Description of price control</li> <li>Illustration of price control graphically</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>A local market</li> <li>Tales</li> <li>Graphs</li> <li>charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 178-179</li> <li>Longhorn secondary Agriculture form 4 pg 149-150</li> <li>Gateway Agriculture revision paper 2 page 115</li> <li>Top Mark Series Agriculture Revision pg 175</li> </ul>	
	<b>2</b>	Agricultural Economics (V) Agricultural marketing and organization	<ul style="list-style-type: none"> <li>Marketing</li> <li>Marketing functions</li> </ul>	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>Define the term marketing</li> <li>Identify the meaning of the term marketing functions</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Defining marketing</li> <li>Explanations</li> <li>Illustration</li> <li>Note making</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Charts</li> <li>A local market</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 186-189</li> <li>Longhorn secondary Agriculture form 4 pg 153-156</li> <li>Gateway Agriculture revision paper 2</li> </ul>	

				<ul style="list-style-type: none"> <li>Discuss the various marketing functions</li> </ul>			<p>page 116</p> <ul style="list-style-type: none"> <li>Top Mark Series Agriculture Revision pg 176</li> </ul>	
4	1	Agricultural Economics (V) Agricultural marketing and organization	Agricultural organizations	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Describe agricultural organizations</li> <li>List the various agricultural organizations</li> <li>List the functions of the various organizations</li> </ul>	<ul style="list-style-type: none"> <li>Description</li> <li>Listing the agricultural organization</li> <li>Listing functions of the organization</li> <li>Illustration</li> <li>Note taking</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Charts</li> <li>A local market</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 189-192</li> <li>Longhorn secondary Agriculture form 4 pg 157-159</li> <li>Gateway Agriculture revision paper 2 page 92-94</li> <li>Top Mark Series Agriculture Revision pg 176</li> </ul>	
	2	Agricultural Economics (V) Agricultural marketing and organization	Co-operative societies	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define a co-operative</li> <li>Describe the formation of a co-operative</li> <li>Outline the principles of co-operatives</li> <li>Give the types of co-operative societies</li> <li>State the functions of farmers co-operative</li> </ul>	<ul style="list-style-type: none"> <li>Defining a co-operative</li> <li>Description</li> <li>Outlining principles of a co-operative</li> <li>Giving types of co-operatives</li> <li>Stating the functions of a co-operative</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Local market</li> <li>Wall charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 192-195</li> <li>Longhorn secondary Agriculture form 4 pg 159-162</li> <li>Gateway Agriculture revision paper 2 page 117</li> <li>Top Mark Series Agriculture Revision pg 176-177</li> </ul>	

				societies				
	<b>3 and 4</b>	Agricultural Economics (V) Agricultural marketing and organization	Association and unions	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>List the various agricultural union</li> <li>State the roles of agricultural unions</li> </ul>	<ul style="list-style-type: none"> <li>Listing the various unions</li> <li>Stating their roles</li> <li>Illustrations</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Farmers</li> <li>Magazines</li> <li>Wall charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 192-195</li> <li>Longhorn secondary Agriculture form 4 pg 159-162</li> <li>Gateway Agriculture revision paper 2 page 117</li> <li>Top Mark Series Agriculture Revision pg 177</li> </ul>	
<b>5</b>	<b>1</b>	Agroforestry	<ul style="list-style-type: none"> <li>Forms of Agro forestry</li> <li>Importance of agroforestry</li> </ul>	By the end of the lesson,, the learner should be able to <ul style="list-style-type: none"> <li>Define agroforestry</li> <li>Describe the various forms of agroforestry</li> <li>State the importance of agroforestry</li> </ul>	<ul style="list-style-type: none"> <li>Definition of agroforestry</li> <li>Description</li> <li>Stating the importance of agroforestry</li> <li>Illustration</li> <li>Note taking</li> <li>Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Specimen of fees and shrubs</li> <li>Charts</li> <li>Photos</li> <li>Agroforestry farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 200-203</li> <li>Longhorn secondary Agriculture form 4 pg 166-168</li> <li>Gateway Agriculture revision paper 2 page 139</li> <li>Top Mark Series Agriculture Revision pg 22</li> </ul>	
	<b>2</b>	Agroforestry	Tree nursery	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>List various types of tree nurseries</li> <li>Describe the</li> </ul>	<ul style="list-style-type: none"> <li>Listing the types of nurseries</li> <li>Description</li> <li>Note making</li> <li>Illustration</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Nursery books</li> <li>Nursery beds</li> <li>Agroforestry farm</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 203</li> <li>Longhorn secondary Agriculture form 4</li> </ul>	

				various types of tree nurseries	<ul style="list-style-type: none"> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>photos</li> </ul>	<ul style="list-style-type: none"> <li>pg 168-170</li> <li>Gateway Agriculture revision paper 2 page 100-101</li> <li>Top Mark Series Agriculture Revision pg 23</li> </ul>	
	<b>3 and 4</b>	Agroforestry	Nursery establishment and management	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Discuss the establishment of tree nurseries</li> <li>Describe the management of tree nurseries</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Description</li> <li>Illustration</li> <li>Note taking</li> <li>Asking and answering questions</li> <li>explanation</li> </ul>	<ul style="list-style-type: none"> <li>text books</li> <li>garden tools</li> <li>tree seedlings</li> <li>charts</li> <li>watering cans</li> <li>nursery beds</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 203</li> <li>Longhorn secondary Agriculture form 4 pg 168-170</li> <li>Gateway Agriculture revision paper 2 page 100-101</li> <li>Top Mark Series Agriculture Revision pg 23</li> </ul>	
<b>6</b>	<b>1</b>	Agroforestry	Care and management of trees Agroforestry practices	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Discuss the various care and management of trees</li> <li>Discuss the various agroforestry practices</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Explanation</li> <li>Illustration</li> <li>Asking and answering questions</li> <li>Note making</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Nursery beds</li> <li>Watering cans</li> <li>Garden tools</li> <li>Tree seedlings</li> <li>charts</li> </ul>	<ul style="list-style-type: none"> <li>KLB secondary Agriculture form 4 pg 208-212</li> <li>Longhorn secondary Agriculture form 4 pg 174-175</li> <li>Gateway Agriculture revision paper 2 page 143</li> <li>Top Mark Series Agriculture Revision</li> </ul>	



							pg 25-26	
	2	Agroforestry	<ul style="list-style-type: none"> <li>• Sites for agroforestry trees</li> <li>• Tree harvesting methods</li> </ul>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>• Describe the sites for agroforestry trees</li> <li>• Discuss the various tree harvesting methods</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Discussion</li> <li>• Note making</li> <li>• Illustration</li> <li>• Question and answers methods</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Nursery beds</li> <li>• Watery cans</li> <li>• Garden tools</li> <li>• Tree seedlings</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• KLB secondary Agriculture form 4 pg 212-217</li> <li>• Longhorn secondary Agriculture form 4 pg 176-179</li> <li>• Gateway Agriculture revision paper 2 page 144</li> <li>• Top Mark Series Agriculture Revision pg 26-27</li> </ul>	

**STUDY LEAVE/PREPARATION FOR K.C.S.E**