

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

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

							47	
							<ul style="list-style-type: none"> • Top mark Revision pg 9-10 	
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"> • Determine soil constituents • State the importance of each constituents 	<ul style="list-style-type: none"> • Determining soil constituents • Stating the importance of soil constituents 	<ul style="list-style-type: none"> • Sieves • Soil samples • Lens • Diagrams and apparatus in students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 32-33 • Certificate F1 pg 29-34 • Longhorn secondary Agriculture form 1 pg 40-49 Teachers guide pg 49 • Gateway secondary Revision paper 1 pg 15-17 • Top mark Revision pg 12-13 	
	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"> • Determine soil constituents • State the importance of each constituents 	<ul style="list-style-type: none"> • Determining soil constituents • Stating the importance of soil constituents 	<ul style="list-style-type: none"> • Sieves • Soil samples • Lens • Diagrams and apparatus in students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 32-33 • Certificate F1 pg 29-34 • Longhorn secondary Agriculture form 1 pg 40-49 Teachers guide pg 49 • Gateway secondary Revision paper 1 pg 15-17 • Top mark 	

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"> • Explain the chemical properties of soil 	<ul style="list-style-type: none"> • Explain the chemical properties of soil 	<ul style="list-style-type: none"> • PH Meter • PH Papers • Diagrams 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 55-56 • Certificate F1 pg 43-45 • Longhorn secondary Agriculture form 1 pg 59-60 Teachers guide pg 47 • Gateway secondary Revision paper 1 pg 19-20 • Top mark Revision pg 13-14
	2-3	Factors influencing Agriculture	Influence of physical and chemical properties of soil on crop production	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Explain the effects of PH on mineral availability Relate crop and animal distribution to chemical and physical properties of soil 	<ul style="list-style-type: none"> • Explain the effects of soil PH relating crop and animal distribution on soil properties 	<ul style="list-style-type: none"> • Charts on PH • Distribution maps for crops and livestock in Kenya School 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 56-57 • Certificate F1 pg 45-47 • Longhorn secondary Agriculture form 1 pg 53-60 Teachers guide pg 47 • Gateway secondary Revision paper 1 pg 17-20 • Top mark Revision pg 13-14

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"> Identify various garden tools and equipments Draw various garden tools and equipments Name the garden tools and equipments various parts 	<ul style="list-style-type: none"> Identifying tools and demonstrating their use Draw the garden tools and equipments Name various parts 	<ul style="list-style-type: none"> Garden tools and equipments Diagrams in students books photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 1 pg 59-62 Certificate F1 pg 49-54 Longhorn secondary Agriculture form 1 pg 63-67 Teachers guide pg 52-54 Gateway secondary Revision paper 2 pg 90-99 	
	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"> State the use of various tools Carry out maintenance practices on tools and equipments 	<ul style="list-style-type: none"> State the use of tools Practicing Maintenance of tools and equipments 	<ul style="list-style-type: none"> Photographs of tools Diagrams in students book School farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 1 pg 59-62 Certificate F1 pg 49-56 Longhorn secondary Agriculture form 1 pg 63-67 Teachers guide pg 52-54 Gateway secondary Revision paper 2 pg 90-99 	
2	1-3	Farm tools and	Workshop tools and	By the end of the lesson,	<ul style="list-style-type: none"> Identifying tool 	<ul style="list-style-type: none"> Workshop tools 	<ul style="list-style-type: none"> KLB secondary 	

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

				<ul style="list-style-type: none"> Name parts of various plumbing and masonry tools and equipment Draw the various plumbing and masonry tools and equipment State the use of various plumbing and masonry tools and equipment Carry out maintenance practices on plumbing and masonry tools and equipment 	<p>maintenance practices</p>		<p>Agriculture form 1 pg 97-101 Teachers guide pg 52-54</p> <ul style="list-style-type: none"> Gateway secondary Revision paper 2 pg 116-117 	
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"> Define land preparation Explain importance of land preparation Describing land clearing 	<ul style="list-style-type: none"> Defining and preparation Explaining the importance of land preparation Describing land clearing 	<ul style="list-style-type: none"> School farms Panga Slashers digging 	<ul style="list-style-type: none"> KLB secondary Agriculture form 1 pg 104-105 Certificate F1 pg 77-78 Longhorn secondary Agriculture form 1 pg 103-105 Teachers guide pg 56-57 Top mark Agric pg 28 	
	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"> Define primary 	<ul style="list-style-type: none"> Defining terms Explain how each is carried out Discussion the 	<ul style="list-style-type: none"> School farms Jembes Diagrams in students books 	<ul style="list-style-type: none"> KLB secondary Agriculture form 1 pg 106-110 	

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

	2-3	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"> • Define minimum tillage • Explain how it is done • State the importance • List the practices involved in minimum tillage 	<ul style="list-style-type: none"> • Defining minimum tillage • Explaining how it is done • Stating the importance • Listing practices involved 	<ul style="list-style-type: none"> • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 112-113 • Certificate F1 pg 85-86 • Longhorn secondary Agriculture form 1 pg 112 Teachers guide pg 57-59 • Top-mark secondary Agric Revision pg 29 	
7	1	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"> • Describe the various sources of water in the farm • State the importance in the farm 	<ul style="list-style-type: none"> • Describing sources of water • Stating the importance of water in the farm 	<ul style="list-style-type: none"> • Drawing in student book • Photographs of dam, boreholes 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 120-126 • Certificate F1 pg 94-100 • Longhorn secondary Agriculture form 1 pg 116-121 Teachers guide pg 62-63 • Gateway Agriculture revision paper 1 page 127-288 	
	2-3	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"> • Describing collecting, 	<ul style="list-style-type: none"> • Pipes • Pumps 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 	

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

				importance of irrigation			101-103 <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 1 pg 125-129 Teachers guide pg 62-63 • Gateway Agriculture revision paper 1 page 130 • Top mark secondary Agriculture pg 16 	
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"> • Describe surface and overhead irrigation 	<ul style="list-style-type: none"> • Describing surface and overhead irrigation 	<ul style="list-style-type: none"> • School farm • Drawings in students book • Photographs, sprinklers and spades 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 130-131,134 • Certificate F1 pg 104-106 • Longhorn secondary Agriculture form 1 pg 128-130 Teachers guide pg 62-63 	
	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"> • Describe drip and sub-surface irrigation 	<ul style="list-style-type: none"> • Describe both drip and sub-surface irrigation 	<ul style="list-style-type: none"> • School farm • Drawings in the students book • Photographs • Bottles • pipes 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 132-134 • Certificate F1 pg 107-108 • Longhorn secondary 	

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

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

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

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

Large empty rectangular area for student responses or notes.



AGRICULTURE FORM 1 SCHEMES OF WORK – TERM 3

WEEK	LESSON	TOPIC	SUB - TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
1	1	Livestock Breeds	Importance of livestock	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Explain the importance of livestock to man 	<ul style="list-style-type: none"> • Explaining the importance of livestock to man • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs of livestock • Livestock products e,g skin, milk 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 155 • Certificate Secondary Agriculture F1 pg 118 • Longhorn secondary Agriculture form 1 pg 152-153 Teachers guide pg 73-74 • Gateway Agriculture revision paper 1 page 62-63 • Top mark Agriculture page 173 	
	2-3	Livestock Breeds	<p>Cattle breeds</p> <ul style="list-style-type: none"> • Exotic • indigenous 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • state examples of exotic and indigenous breeds • describe the characteristics of exotic and indigenous cattle 	<ul style="list-style-type: none"> • stating examples • describing the characteristics of exotic and local cattle breeds 	<ul style="list-style-type: none"> • charts • photographs • school farm • drawings from student books 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 155 • Certificate Secondary Agriculture F1 pg 118 • Longhorn secondary 	

							<p>Agriculture form 1 pg 152-153 Teachers guide pg 73-74</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 62-63 • Top mark Agriculture page 173 	
2	1-3	Livestock breeds	Dairy Cattle breeds	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Identify various breeds • Describe their characteristics • Draw and label the external parts of cattle 	<ul style="list-style-type: none"> • Describing the characteristics of cattle breeds • Drawing the external parts of the cattle • Labeling the external parts of the cattle • Identifying various breeds 	<ul style="list-style-type: none"> • Charts • Photographs • Drawing from the students book • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 159-162 • Certificate Secondary Agriculture F1 pg 119-122 • Longhorn secondary Agriculture form 1 pg 158-162 Teachers guide pg 73-77 • Gateway Agriculture revision paper 1 page 1-4 • Top mark Agriculture page 173 	
3	1-2	Livestock	Beef breeds	By the end of the lesson,	<ul style="list-style-type: none"> • Identifying various 	<ul style="list-style-type: none"> • Charts 	<ul style="list-style-type: none"> • KLB secondary 	

		Breeds		<p>the learner should be able to</p> <ul style="list-style-type: none"> • Identify various breeds • Describe their characteristics • Draw the external parts of cattle • Label the external parts of the cattle 	<p>breeds</p> <ul style="list-style-type: none"> • Describing the characteristics of cattle breeds • Drawing external parts of cattle • Labeling the external parts of cattle 	<ul style="list-style-type: none"> • Photographs • School farm • Drawings from the student's book. 	<p>Agriculture form 1 pg 162-165</p> <ul style="list-style-type: none"> • Certificate Secondary Agriculture F1 pg 124-126 • Longhorn secondary Agriculture form 1 pg 155-158 Teachers guide pg 73-77 • Gateway Agriculture revision paper 1 page 3-4 	
	3	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"> • Identify various breeds • Describe their characteristics • Draw and label the external parts of the cattle 	<ul style="list-style-type: none"> • Identifying various breeds • Describing their characteristics • Drawing and labeling their external parts 	<ul style="list-style-type: none"> • Charts • Photographs • Wall hangings showing dual breeds • School farm • Drawing from the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 164-165 • Certificate Secondary Agriculture F1 pg 127-129 • Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77 • Gateway Agriculture revision paper 1 page 1-4 	

							<ul style="list-style-type: none"> • Top mark Agriculture page 75 	
4	1-3	Livestock Breeds	<p>Sheep breeds</p> <p>Wool sheep</p> <p>Mutton sheep</p> <p>Dual sheep</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Identify various breeds • Describe their characteristics • Draw the external parts of sheep • Labeling the external parts 	<ul style="list-style-type: none"> • Identifying the various breeds • Describing their characteristics • Drawing the external parts of the sheep • Labeling the external parts 	<ul style="list-style-type: none"> • Charts • Photograph • School farm • Drawings from the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 174-179 • Certificate Secondary Agriculture F1 pg 129-134 • Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77 • Gateway Agriculture revision paper 1 page 8 • Top mark Agriculture page 75-76 	
5	1-3	Livestock breeds	<p>Goats Breeds</p> <ul style="list-style-type: none"> • Milk • Meat • Hair 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • identify various breeds • describe their characteristics • draw the external parts of the goat • label the external 	<ul style="list-style-type: none"> • identifying various breeds • describing the characteristics of goat breeds • drawing the external parts of the goat 	<ul style="list-style-type: none"> • charts • photographs • drawing from the student books • school farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 179-182 • Certificate Secondary Agriculture F1 pg 135-137 • Longhorn secondary Agriculture form 1 	

				parts of the goat			<p>pg 169-173 Teachers guide pg 73-77</p> <ul style="list-style-type: none"> • Top mark Agriculture page 76 	
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"> • Identify various breeds of pigs • Describe their characteristics • Draw the external parts of pigs • Labeling the external parts of the goat 	<ul style="list-style-type: none"> • Identifying various breeds • Drawing the various external parts of a pig • Labeling the external parts • Describing the characteristics 	<ul style="list-style-type: none"> • Drawings from the students book • Photographs • Charts • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 165-171 • Certificate Secondary Agriculture F1 pg 139-140 • Longhorn secondary Agriculture form 1 pg 174-178 Teachers guide pg 73-77 • Gateway Agriculture revision paper 1 page 5-6 • Top mark Agriculture page 77 	
7	1-3	Livestock Breeds	<p>Chicken</p> <ul style="list-style-type: none"> • Light breeds • Heavy breeds • Dual purposes 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • identify various breeds • describe their characteristics 	<ul style="list-style-type: none"> • identify various breeds • describing the characteristic of various breeds • drawing the external parts of 	<ul style="list-style-type: none"> • school farm • photographs • charts • drawings from the students books 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 171-174 • Certificate Secondary Agriculture F1 pg 143-145 • Longhorn 	

			<ul style="list-style-type: none"> hybrids 	<ul style="list-style-type: none"> draw the various external parts draw the various external parts label the various external parts 	<ul style="list-style-type: none"> chicken labeling the various parts of the chicken 		<p>secondary Agriculture form 1 pg 178-182 Teachers guide pg 73-77</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 1 page 6-7 Top mark Agriculture page 77 	
8	1	Livestock breeds	Rabbit breed Characteristics drawings	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Identify various breeds Describe their characteristics Draw and label the external parts 	<ul style="list-style-type: none"> Identifying various breeds Describing their characteristics Drawing the external parts of rabbit Labeling the various parts 	<ul style="list-style-type: none"> Photographs Charts Drawings in the students book School farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 1 pg 182-184 Certificate Secondary Agriculture F1 pg 141-142 Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77 Top mark Agriculture page 78 	
	2-3	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"> Identify various breeds Describe 	<ul style="list-style-type: none"> Identifying various breeds Describing their characteristics Drawing external parts 	<ul style="list-style-type: none"> Drawings in the students book School farm Charts photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 1 pg 185-186 Certificate Secondary Agriculture F1 pg 	

				<p>characteristics</p> <ul style="list-style-type: none"> • Draw and label external parts of camels 	<ul style="list-style-type: none"> • Labeling the various parts 		<p>146-147</p> <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 1 pg 186 Teachers guide pg 73-77 • Gateway Agriculture revision paper 1 page 10-11 • Top mark Agriculture page 78 	
9	1	Livestock breeds	<p>Terms used to describe livestock</p> <ul style="list-style-type: none"> • Age • Sex • Use 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Explain the terms used to describe livestock 	<p>Explaining the various terms used to describe livestock</p>	<ul style="list-style-type: none"> • School farm • Charts • Photographs • Drawing from the student book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 164-165 • Longhorn secondary Agriculture form 1 pg 164-168 Teachers guide pg 73-77 	
	2-3	Agriculture Economics	<p>Economics</p> <ul style="list-style-type: none"> • Definition • Agricultural economics 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Define economics • Define agricultural economics • Explain the factors of production 	<ul style="list-style-type: none"> • Defining economics • Explaining the factors of production 	<ul style="list-style-type: none"> • Flow chart • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 189 • Certificate Secondary Agriculture F1 pg 149 • Longhorn secondary Agriculture form 1 	

							pg 190-191 Teachers guide pg 78-80	
10	1	Agricultural Economics	Basic concepts of economics principles Scarcity Opportunity cost Preference & choice	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State basics concepts of economics • Explain the basic concepts of economics 	<ul style="list-style-type: none"> • State basic concepts • Explaining the basic concepts of economics 	<ul style="list-style-type: none"> • Students books • Chalk board 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 189-190 • Certificate Secondary Agriculture F1 pg 149-150 • Longhorn secondary Agriculture form 1 pg 191-192 Teachers guide pg 78-80 	
	2-3	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"> • Define farm records • Explain the uses of farm records • Describe breeding and feeding records 	<ul style="list-style-type: none"> • Defining farm records • Explaining uses of farm records • Describing breeding and feeding records 	<ul style="list-style-type: none"> • Sample records • School farm • Sample records in students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 190-191,194- 196 • Certificate Secondary Agriculture F1 pg 150-156-158 • Longhorn secondary Agriculture form 1 pg 193-196 Teachers guide pg 80-81 	
11	1	Agricultural	Farm records	By the end of the lesson,	<ul style="list-style-type: none"> • Stating farm 	<ul style="list-style-type: none"> • Diagrams on 	<ul style="list-style-type: none"> • KLB secondary 	

		Economics	<ul style="list-style-type: none"> • Production records • Health records • Field records 	<p>the learner should be able to</p> <ul style="list-style-type: none"> • State the farm records • Describing production health, field records 	<p>records</p> <ul style="list-style-type: none"> • Describing production, health and field records 	<p>students book</p> <ul style="list-style-type: none"> • Charts • chalkboard 	<p>Agriculture form 1 pg 193,197</p> <ul style="list-style-type: none"> • Certificate Secondary Agriculture F1 pg 152-154 • Longhorn secondary Agriculture form 1 pg 198-200 Teachers guide pg 80-81 • Gateway Agriculture revision paper 1 page 1-4 • Top mark Agriculture page 75 	
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END TERM THREE EXAMS

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"> (a) List essential elements (b) Classify the essential elements 	<ul style="list-style-type: none"> • Listing essential elements • Classifying the essential elements 	<ul style="list-style-type: none"> • Students book • Charts on classification of essential minerals 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 1,6 • Certificate Secondary Agriculture F2 pg 1-2 • Longhorn secondary Agriculture form 2 pg 1-2 Teachers guide pg 33-36 • Gateway Agriculture revision paper 1 page 37, 39 • Top mark Agriculture page 37 	
	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"> • State the role of each macro-element • Describe the deficiency symptoms of the macro-nutrients 	<ul style="list-style-type: none"> • Stating the role of macro-elements • Describing the deficiency symptoms of the macro-nutrients 	<ul style="list-style-type: none"> • Photographs • Tables in student books • Plant samples 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 1-5 • Certificate Secondary Agriculture F2 pg 2-5 • Longhorn secondary Agriculture form 1 pg 2-12 Teachers guide pg 33-36 	

							<ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 1-4 • Top mark Agriculture page 37-38
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"> • State the role of each micro-element • Describe the deficiency symptoms of the macro-nutrients 	<ul style="list-style-type: none"> • Stating the role of micro nutrients • Describing their deficiency symptoms 	<ul style="list-style-type: none"> • Photographs • Tables in the students book • Plant samples 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 6-7 • Certificate Secondary Agriculture F1 pg 1-2 • Longhorn secondary Agriculture form 1 pg 10-11 Teachers guide pg 33-36 • Gateway Agriculture revision paper 1 page 66-68 • Top mark Agriculture page 75
	2-3	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"> • Classify fertilizers • Identify fertilizers • Describe the properties of various fertilizers 	<ul style="list-style-type: none"> • Classifying fertilizers • Identifying fertilizers • Describing the properties of various fertilizers 	<ul style="list-style-type: none"> • Photographs of fertilizers • Students book • Fertilizers samples 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 7-12 • Certificate Secondary Agriculture F1 pg 5-8 • Longhorn secondary

							<p>Agriculture form 1 pg 11-18 Teachers guide pg 36-38</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 66-70 	
3	1	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"> • State methods of fertilizer application • Explaining various methods of fertilizer application 	<ul style="list-style-type: none"> • Stating various methods • Explaining various methods of fertilizer application • Describing the various methods of fertilizer application 	<ul style="list-style-type: none"> • School farm • Buckets • Fertilizer samples • Panga • Soil • Spade 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 12-13 • Certificate Secondary Agriculture F2 pg 9 • Longhorn secondary Agriculture form 1 pg 18-21 Teachers guide pg 36-38 • Gateway Agriculture revision paper 1 page 70 	
	2-3	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"> • Calculate the fertilizer grade • Calculate fertilizer ratio • Determine fertilizer amount per lecture 	<ul style="list-style-type: none"> • Calculating fertilizer rates 	<ul style="list-style-type: none"> • School farm • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 6-7 • Certificate Secondary Agriculture F1 pg 1-2 • Longhorn secondary Agriculture form 1 	

							pg 10-11 Teachers guide pg 33-36 <ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 66-68 • Top mark Agriculture page 75 	
4	1	Soil Fertility	Soil Sampling	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define soil sampling • Explain the sampling methods • Describe sampling procedures 	<ul style="list-style-type: none"> • Defining soil sampling • Explain the sampling methods • Describing sampling procedures 	<ul style="list-style-type: none"> • Charts • Soil samples • Students book • Polythene bags 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 20-21 • Certificate Secondary Agriculture F1 pg 11 • Longhorn secondary Agriculture form 2 pg 23-24 Teachers guide pg 39-41 • Top mark Agriculture page 41-42 	
	2-3	Soil Fertility	Soil testing	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define soil testing • Explain the importance of soil testing • Describe soil testing procedure • Explain how soil 	<ul style="list-style-type: none"> • Defining soil testing • Explaining the importance of soil testing • Describing soil testing procedure • Explaining how 	<ul style="list-style-type: none"> • Test tubes • Diagrams in students book • Distilled water • Soil testing reagents • PH scale 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 22-26 • Certificate Secondary Agriculture F1 pg 12-13 • Longhorn secondary 	

				PH affects crop production			<p>Agriculture form 1 pg 24-28</p> <p>Teachers guide pg 39-41</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 71 • Top mark Agriculture page 42 	
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"> • Describe types of planting materials • State advantages and disadvantages of planting materials 	<ul style="list-style-type: none"> • Describing types of planting materials • Stating the advantages and disadvantages 	<ul style="list-style-type: none"> • Seed samples • Vegetative parts • Students book • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 1 pg 27-28 • Certificate Secondary Agriculture F1 pg 15-17 • Longhorn secondary Agriculture form 1 pg 33-35 Teachers guide pg 45-46 • Gateway Agriculture revision paper 1 page 28 	
	2-3	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"> • State various parts used for vegetative propagation • Describe various 	<ul style="list-style-type: none"> • Stating various parts • Describing various parts used for vegetative propagation 	<ul style="list-style-type: none"> • School farm • Various vegetative parts • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 29-34 • Certificate Secondary Agriculture F1 pg 	

				parts used for vegetative propagation			15-17 <ul style="list-style-type: none"> Longhorn secondary Agriculture form 2 pg 35-40 Teachers guide pg 45-47 Gateway Agriculture revision paper 1 page 29-30 	
6	1	Crop Production (II)	Selection of planting materials	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Select planting materials 	<ul style="list-style-type: none"> Selecting planting materials 	<ul style="list-style-type: none"> Tape measure Student's books School farm Planting line Seed dressers Planting materials 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 34-35 Certificate Secondary Agriculture F1 pg 18-19 Longhorn secondary Agriculture form 2 pg 35-40 Teachers guide pg 47-48 Gateway Agriculture revision paper 1 page 30 	
	2-3	Crop Production (II)	Preparation of Planting <ul style="list-style-type: none"> Breaking seed dormancy Dressing Seed 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Prepare planting materials Determine optimum planting 	<ul style="list-style-type: none"> Preparing planting materials Determining optimum planting time Describing methods of 	<ul style="list-style-type: none"> Planting line Tape measure Planting materials 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 35-39 Certificate Secondary Agriculture F1 pg 	

			<ul style="list-style-type: none"> inoculation chitin 	<p>time</p> <ul style="list-style-type: none"> Describe methods of planting 	planting		<p>20-22</p> <ul style="list-style-type: none"> Longhorn secondary Agriculture form 2 pg 49-50 Teachers guide pg 35-39 Gateway Agriculture revision paper 1 page 30-32 	
7	1	Crop production (II)	Plant population	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Calculate plant population of various crops 	<ul style="list-style-type: none"> Calculating plant population 	<ul style="list-style-type: none"> Charts School farm Seeds for planting 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 29-34 Certificate Secondary Agriculture F1 pg 26 Longhorn secondary Agriculture form 2 pg 49-50 Teachers guide pg 50-51 Gateway Agriculture revision paper 1 page 32 	
	2-3	Crop Production (II)	Spacing seed rate planting depth	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State factors determining spacing, seed rate and depth Explain the 	<ul style="list-style-type: none"> Stating factors Explaining factors which determine spacing, depth and seed rate 	<ul style="list-style-type: none"> Tape measure School farm Panga Jembe Students book diagram 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 42-45 Certificate Secondary Agriculture F1 pg 	

				factors which determine spacing depth and seed rate			<p>24-26</p> <ul style="list-style-type: none"> Longhorn secondary Agriculture form 2 pg 50-54 Teachers guide pg 51-52 Gateway Agriculture revision paper 1 page 32-33 	
8	1	Crop Production (III) Nursery practices	Nursery practices Nursery bed Seed bed Seedling bed	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Define nursery practices Describe nursery bed, seed bed and seedling bed Distinguish between nursery, seedling and seed bed 	<ul style="list-style-type: none"> Garden tools School farm Nursery beds Students book Diagrams on the students book charts 	<ul style="list-style-type: none"> garden tools school farm nursery beds students book diagrams on the students book charts 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 46 Certificate Secondary Agriculture F1 pg 28 Longhorn secondary Agriculture form 2 pg 56-57 Teachers guide pg 54-56 Gateway Agriculture revision paper 1 page 34 	
	2-3	Crop Production (III) Nursery Practices	Nursery bed Importance Site selection Vegetable nurseries	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State the importance of nursery in crop propagation Select a suitable 	<ul style="list-style-type: none"> Stating importance of nursery Selecting suitable sites for nursery Preparing nursery bed for vegetables 	<ul style="list-style-type: none"> Nursery beds School farm Diagrams from students books Garden tools Students books 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 46-49 Certificate Secondary Agriculture F1 pg 	

				<p>site for the nursery</p> <ul style="list-style-type: none"> • Prepare a nursery bed for vegetables 			<p>28-29</p> <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 2 pg 57-58 Teachers guide pg 54-56 • Gateway Agriculture revision paper 1 page 34-35 • Top mark Agriculture page 34 	
9	1	Crop Production (III) Nursery Practices	Nursery establishment	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Establish a vegetable nursery • Establish a tree nursery 	<ul style="list-style-type: none"> • Establishing a vegetable and a tree nursery 	<ul style="list-style-type: none"> • Charts • Diagrams from students book • School farm • School nurseries • Boxes • Grass 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 48-49 • Certificate Secondary Agriculture F1 pg 29-32 • Longhorn secondary Agriculture form 2 pg 58-60 Teachers guide pg 54-56 • Top mark Agriculture page 34 	
	2-3	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"> • Establish tea nursery using cuttings 	<ul style="list-style-type: none"> • Establishing tea nursery using cuttings • Managing nursery bed 	<ul style="list-style-type: none"> • Tea cuttings photographs • School farm • Diagrams from students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 49-51 • Certificate Secondary 	

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

				<p>to</p> <ul style="list-style-type: none"> • Define budding • Describe methods of budding • State the importance of budding 	<p>methods of budding</p> <ul style="list-style-type: none"> • Giving reasons for budding 	<ul style="list-style-type: none"> • Budding materials • Students book • knives 	<p>pg 55-58</p> <ul style="list-style-type: none"> • Certificate Secondary Agriculture F1 pg 34-35 • Longhorn secondary Agriculture form 2 pg 66-70 Teachers guide pg 57-59 • Gateway Agriculture revision paper 1 page 36 • Top mark Agriculture page 35 	
11	1	Crop Production (III)	layering	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Define layering • Describe methods of layering • State the importance of layering 	<ul style="list-style-type: none"> • Defining layering • Describing methods of layering • Giving importance of layering 	<ul style="list-style-type: none"> • Peg • Strings • School farm • Root medium • Student books 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 58-60 • Certificate Secondary Agriculture F1 pg 41-44 • Longhorn secondary Agriculture form 2 pg 71-72 Teachers guide pg 59 • Gateway Agriculture revision paper 1 page 36-37 • Top mark 	

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

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	REMARKS
1	1	Crop Production (IV)	Crop Rotation	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> Defining crop rotation 	<ul style="list-style-type: none"> Charts School farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 	

		Field practices		to <ul style="list-style-type: none"> • Define crop rotation • Explain the importance of crop rotation • State principles of crop rotation 	<ul style="list-style-type: none"> • Explaining the importance of crop rotation • Stating principles of crop rotation 	<ul style="list-style-type: none"> • Diagrams in the students book 	<ul style="list-style-type: none"> • pg 67-68 • Certificate Secondary Agriculture F1 pg 50 • Teachers guide pg 59 • Gateway Agriculture revision paper 1 page 40 • Top mark Agriculture page 43 	
	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"> • Identify factors influencing crop rotation • Draw a crop rotation programme • Distinguish terms used in crop farming 	<ul style="list-style-type: none"> • Identifying factors influencing crop rotation • Drawing a crop rotation programme • Distinguishing terms used in crop farming 	<ul style="list-style-type: none"> • Photographs • Charts • School farm • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 69-71 • Certificate Secondary Agriculture F1 pg 50-51 • Longhorn secondary Agriculture form 2 pg 79-80 Teachers guide pg 84-88 • Gateway Agriculture revision paper 1 page 40-42 	
2	1	Field Practices	Mulching	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define mulching • State the 	<ul style="list-style-type: none"> • Defining mulching • Stating the importance of mulching 	<ul style="list-style-type: none"> • Samples of mulch • School farm • Photograph in students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 71-72 • Certificate Secondary 	

				importance of mulching			<p>Agriculture F1 pg 51-52</p> <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 2 pg 82-84 Teachers guide pg 59 • Gateway Agriculture revision paper 1 page 36-37 • Top mark Agriculture page 43
	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"> • State the various routine practices • Describe importance of field practices • Carry out field practices 	<ul style="list-style-type: none"> • Stating various routine practices • Describing importance of field practices • Carrying out field practices 	<ul style="list-style-type: none"> • School farm • Pruning saw • Pruning knives • Jembes • Diagrams in students book • wire 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 72-74 • Certificate Secondary Agriculture F1 pg 52-54 • Longhorn secondary Agriculture form 2 pg 88-90 Teachers guide pg 67-68 • Gateway Agriculture revision paper 1 page 36-37 • Top mark Agriculture page 44
3	1	Field Practices	Pruning	By the end of the lesson,	<ul style="list-style-type: none"> • Defining pruning 	<ul style="list-style-type: none"> • Running tools 	<ul style="list-style-type: none"> • KLB secondary

				<p>the learner should be able to</p> <ul style="list-style-type: none"> • Define pruning • Give reasons for pruning • Describe procedure of pruning 	<ul style="list-style-type: none"> • Giving reasons for pruning • Describing the procedure of pruning 	<ul style="list-style-type: none"> • School farm • Diagrams in the students book • secateurs 	<p>Agriculture form 2 pg 73-75</p> <ul style="list-style-type: none"> • Certificate Secondary Agriculture F2 pg 41-44 • Longhorn secondary Agriculture form 2 pg 91-93 Teachers guide pg 67-68 • Gateway Agriculture revision paper 1 page 42-43 • Top mark Agriculture page 44 	
	2-3	Field practices	Tea Pruning	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe methods of pruning in tea • Describe plucking table formation 	<ul style="list-style-type: none"> • Describe methods of pruning in tea • Describing the plucking table formation • Note taking • Demonstration of plucking table formation 	<ul style="list-style-type: none"> • Pegs • Rings • School farm • Charts • Diagrams in the students book • Photographs • farms 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 76-80 • Certificate Secondary Agriculture F2 pg 54-57 • Longhorn secondary Agriculture form 2 pg 93-96 Teachers guide pg 67-68 • Gateway Agriculture revision paper 1 page 43 	

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"> • Give reasons for pruning coffee • Describing the methods of pruning coffee 	<ul style="list-style-type: none"> • Giving reasons for pruning coffee • Describing the methods of pruning coffee 	<ul style="list-style-type: none"> • Farms • Photographs • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 81-84 • Certificate Secondary Agriculture F2 pg 57-59 • Longhorn secondary Agriculture form 2 pg 96-98 Teachers guide pg 67-68 • Gateway Agriculture revision paper 1 page 43-44
	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"> • Describe how to carry out the routine field practices • State the importance of each practices 	<ul style="list-style-type: none"> • Stating the importance of various practices • Describing how to carry out the routine field practices 		<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 85-87 • Certificate Secondary Agriculture F2 pg 60 • Longhorn secondary Agriculture form 2 pg 98-101 Teachers guide pg 67-68 • Top mark Agriculture page 44
5	1	Field Practices	Harvesting	By the end of the lesson,	<ul style="list-style-type: none"> • Stating the stage of 	<ul style="list-style-type: none"> • Crops 	<ul style="list-style-type: none"> • KLB secondary

				<p>the end of the learner should be able to</p> <ul style="list-style-type: none"> • State the stage of harvesting • Explain timing of harvesting • Describe the methods of harvesting 	<p>harvesting</p> <ul style="list-style-type: none"> • Explaining timing of harvesting • Describing harvesting methods 	<ul style="list-style-type: none"> • Photographs in students book • Diagrams in the students book • School farm 	<p>Agriculture form 2 pg 73-75</p> <ul style="list-style-type: none"> • Certificate Secondary Agriculture F2 pg 60 • Longhorn secondary Agriculture form 2 pg 101-104 Teachers guide pg 68 • Top mark Agriculture page 44-45 	
	2-3	Field Practices	Post harvesting practices	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • explain post harvesting practices • state importance of storage • describe storage methods 	<ul style="list-style-type: none"> • explaining post harvesting practices • stating importance of storage • describing harvesting methods 	<ul style="list-style-type: none"> • crops • photographs in students book • diagrams in the students book • school farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 90-94 • Certificate Secondary Agriculture F2 pg 60-66 • Longhorn secondary Agriculture form 2 pg 103-105 Teachers guide pg 67-68 • Top mark Agriculture page 45 	
6	1	Crop production (V) vegetables	Cabbages/kales	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Stating importance of vegetables • Describing 	<ul style="list-style-type: none"> • pesticides • herbicides • fertilizers 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 	

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"> • State the importance of tomatoes • Describe the production of tomatoes from nursery to harvesting • Keep crop production records • Market the produce 	<ul style="list-style-type: none"> • Stating the importance of tomatoes • Describing tomatoes production • Keeping crop production records • Marketing the produce 	<ul style="list-style-type: none"> • Photographs • Students book • School farm • Garden tools • Pesticides • Herbicides • fertilizers 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 100-106 • Certificate Secondary Agriculture F2 pg 67-71 • Longhorn secondary Agriculture form 2 pg 112-115 Teachers guide pg 67-68 • Gateway Agriculture revision paper 1 page 48-49 	
	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"> • State importance of carrots and onions • Describe the production of tomatoes from nursery to harvesting • Keep crop production records • Market the produce 	<ul style="list-style-type: none"> • Stating the importance of carrots & onions • Describing their production • Keeping crop production records • Marketing the produce 	<ul style="list-style-type: none"> • School farm • Garden tools • Pesticides • Herbicides • Fertilizers • photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 90-94 • Certificate Secondary Agriculture F2 pg 60-66 • Longhorn secondary Agriculture form 2 pg 103-105 Teachers guide pg 67-68 • Gateway Agriculture revision paper 1 page 42-43 • Top mark Agriculture page 48- 	

							49	
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"> • Define health and disease • State the importance of livestock health • State the predisposing factors of diseases 	<ul style="list-style-type: none"> • Defining health and disease • Stating the importance of livestock health • Stating the predisposing factors of diseases 	<ul style="list-style-type: none"> • Livestock species • Farm • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 115-119 • Certificate Secondary Agriculture F2 pg 82-85 • Longhorn secondary Agriculture form 2 pg 121-122 Teachers guide pg 77 • Gateway Agriculture revision paper 1 page 52 • Top mark Agriculture page 80 	
	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"> • Describe signs of sickness in livestock • Describe signs of good health in livestock 	<ul style="list-style-type: none"> • Describing signs of sickness in livestock • Describing signs of good health in livestock 	<ul style="list-style-type: none"> • Livestock species • Farm animals • Diagrams in the students book • Farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 116-119 • Certificate Secondary Agriculture F2 pg 82-85 • Longhorn secondary Agriculture form 2 pg 123-124 Teachers guide pg 77 	

							<ul style="list-style-type: none"> • Top mark Agriculture page 80 	
9	1	Livestock Health (Disease)	Classification of livestock diseases Causes of livestock diseases	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Explain the causes of livestock diseases • Classify livestock diseases 	<ul style="list-style-type: none"> • Explaining causes of livestock diseases • Classifying livestock diseases 	<ul style="list-style-type: none"> • Student book • Chart • Farm animals • Tables in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 120-125 • Certificate Secondary Agriculture F2 pg 86-88 • Longhorn secondary Agriculture form 2 pg 123-124 Teachers guide pg 77 • Gateway Agriculture revision paper 1 page 52-53 	
	2-3	Livestock Health (disease)	General methods of disease control	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the various methods of disease control • Carry out disease control measures 	<ul style="list-style-type: none"> • Describing methods of disease control • Carrying out disease control 	<ul style="list-style-type: none"> • Livestock tolls • Farm animals • Students book • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 125-128 • Certificate Secondary Agriculture F2 pg 89-91 • Longhorn secondary Agriculture form 2 pg 126-127 Teachers guide pg 78-79 • Top mark 	

							Agriculture page 80	
10	1-3	Livestock Health (Disease)	Appropriate methods of handling livestock	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • State the reasons why animals are handled • Explain the reasons why animals are handled 	<ul style="list-style-type: none"> • Stating the reasons • Explaining the reasons why animals are handles 	<ul style="list-style-type: none"> • Farms animals • Charts • Diagrams in students book • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 129 • Certificate Secondary Agriculture F2 pg 92 • Longhorn secondary Agriculture form 2 pg 128-133 Teachers guide pg 79-80 • Gateway Agriculture revision paper 1 page 54 • Top mark Agriculture page 81 	
11	1-3	Livestock Health (Disease)	Appropriate methods of handling livestock	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • State various methods of handling livestock • Demonstrate a caring attitude towards livestock 	<ul style="list-style-type: none"> • Stating various methods of handling livestock • Demonstrating a caring attitude towards livestock0 	<ul style="list-style-type: none"> • Diagrams in the students books • Farm animals photographs • Charts • Students books 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 129-132 • Certificate Secondary Agriculture F2 pg 95-96 • Longhorn secondary Agriculture form 2 pg 128-133 Teachers guide pg 79-80 • Gateway Agriculture 	

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"> • Define parasites • Explain their effects on host 	<ul style="list-style-type: none"> • Defining a parasite • Explaining the effects of parasites 	<ul style="list-style-type: none"> • Farm animals • Parasite specimen students book • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 133-134 • Certificate Secondary Agriculture F2 pg 98 • Longhorn secondary Agriculture form 2 pg 134 Teachers guide pg 83 • Gateway Agriculture revision paper 1 page 56 	
	2-3	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"> • Identify types of ticks • Describe the life cycle of the parasite • Identify the livestock attacked • State the control measures 	<ul style="list-style-type: none"> • Identifying types of ticks • Describing the life cycle of the parasite • Identifying the livestock attacked stating the control measures 	<ul style="list-style-type: none"> • Parasite specimen • Photographs • Students book • Farm animals 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 138-143 • Certificate Secondary Agriculture F2 pg 98-102 • Longhorn secondary Agriculture form 2 pg 135-139 Teachers guide pg 83-85 	

							<ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 56-58 • Top mark Agriculture page 82
2	1	Livestock Health (Parasites)	External parasites Tsetse fly mites	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe the life cycle of parasite • Identify the livestock attacked • State the control measures 	<ul style="list-style-type: none"> • Describing the life cycle of the parasite • Identifying the livestock attacked • Stating the control measures 	<ul style="list-style-type: none"> • Farm animals • Parasites specimen • Students book • Photographs • Diagrams from the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 134-135 • Certificate Secondary Agriculture F2 pg 103,104,107 • Longhorn secondary Agriculture form 2 pg 139-141 Teachers guide pg 83-85 • Gateway Agriculture revision paper 1 page 52
	2-3	Livestock health (Parasites)	External parasites <ul style="list-style-type: none"> • Lice • keds 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • describe the life cycle of the parasite • identify the livestock attacked • state the control measures 	<ul style="list-style-type: none"> • describing the life cycle of parasite • identifying the livestock attacked • stating the control measures 	<ul style="list-style-type: none"> • farm animals • parasites specimen • students book • photographs • diagrams from the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 136-138 • Certificate Secondary Agriculture F2 pg 105-107 • Longhorn secondary Agriculture form 2

							<p>pg 141-142 Teachers guide pg 83-85</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 1 page 56-58 	
3	1	Livestock (Parasites)	Internal parasites Liver flukes (Trematodes)	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the life cycle of the parasites • Identify the livestock attacked • State the control measures 	<ul style="list-style-type: none"> • Describing the life cycle of the parasites • Identifying the livestock attacked • Stating the control measures 	<ul style="list-style-type: none"> • Farm animals • Parasites specimens • Student books • Photographs • charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 151-154 • Certificate Secondary Agriculture F2 pg 110-113 • Longhorn secondary Agriculture form 2 pg 142-144 Teachers guide pg 84-85 • Gateway Agriculture revision paper 1 page 56-58 • Top mark Agriculture page 83 	
	2-3	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"> • Describe the life cycle of the parasite • Identify the livestock attacked 	<ul style="list-style-type: none"> • Describing the life cycle of the parasite • Identifying the livestock attacked • Stating the control measures 	<ul style="list-style-type: none"> • Charts • Farm animals • Parasites specimens • Students book • Photographs • Tables on the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 144-148 • Certificate Secondary Agriculture F2 pg 	

				<ul style="list-style-type: none"> State the control measures 			<p>108-110</p> <ul style="list-style-type: none"> Longhorn secondary Agriculture form 2 pg 144-146 Teachers guide pg 83-85 Gateway Agriculture revision paper 1 page 60 Top mark Agriculture page 83 	
4	1	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"> Describe the life cycle of the parasite Identify the livestock attacked State the control measures 	<ul style="list-style-type: none"> Describing the life cycle of the parasite Identifying the livestock attacked Stating the control measures 	<ul style="list-style-type: none"> Farm animals Parasite specimen Students book photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 149-151 Certificate Secondary Agriculture F2 pg 112-113 Longhorn secondary Agriculture form 2 pg 146-147 Teachers guide pg 83-85 Top mark Agriculture page 84 	
	2-3	Livestock health (parasites)	Principles of controlling Endoparasites Treatment	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Explain factors to 	<ul style="list-style-type: none"> Explaining factors considered in controlling endoparasites 	<ul style="list-style-type: none"> Chart Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 154-155 	

			Drug administration	<p>consider when controlling endoparasites</p> <ul style="list-style-type: none"> Describe methods of administration of drugs State the rules that are followed in treatment of parasites 	<ul style="list-style-type: none"> Describing methods of drug administration Stating the rules followed in treatment of parasites 		<ul style="list-style-type: none"> Certificate Secondary Agriculture F2 pg 113-114 	
5	1	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"> Define nutrition Explain major components of food 	<ul style="list-style-type: none"> Defining nutrition Explaining major food components 	<ul style="list-style-type: none"> Charts Chalkboard Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 158 Certificate Secondary Agriculture F2 pg 115 Longhorn secondary Agriculture form 2 pg 148-149 Teachers guide pg 83-85 Top mark Agriculture page 85 	
	2-3	Livestock Nutrition	<p>Food nutrients</p> <ul style="list-style-type: none"> Water Carbohydrate fats 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> describe the food nutrients describe the feed nutrients explaining the functions of each feed 	<ul style="list-style-type: none"> describing the feed nutrients explaining the functions of each feed 	<ul style="list-style-type: none"> students book samples of feed nutrients 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 159-161 Certificate Secondary Agriculture F2 pg 115-116,118 Longhorn secondary 	

							<p>Agriculture form 2 pg 149-152 Teachers guide pg 81-82</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 12 • Top mark Agriculture page 85-86 	
6	1	Livestock production (II) nutrition	<p>Feed nutrients</p> <ul style="list-style-type: none"> • Proteins • minerals 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • explain the functions of each food • describe the food nutrients 	<ul style="list-style-type: none"> • explaining functions of each food • describing food nutrients 	<ul style="list-style-type: none"> • Feed specimen • Photographs • Farm stores • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 163-165 • Certificate Secondary Agriculture F2 pg 117 • Longhorn secondary Agriculture form 2 pg 157 Teachers guide pg 89-92 • Gateway Agriculture revision paper 2 page 13 • Top mark Agriculture page 86 	
	2-3	Livestock Production (II) Nutrition	<p>Food nutrients vitamins</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • State various types of vitamins 	<ul style="list-style-type: none"> • Stating various types of vitamins • Explaining the importance of vitamins 	<ul style="list-style-type: none"> • Food store • Photographs of animals with deficiency • Feed specimen 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 163-165 • Certificate 	

	2-3	Livestock production (II) nutrition	<p>Foods and foods stuffs</p> <ul style="list-style-type: none"> • Concentrates • Proteins • Carbohydrate • Mixed succulents 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Identify the food stuffs • State their characteristics 	<ul style="list-style-type: none"> • Identifying the food stuffs • Stating the characteristics of the food stuffs 	<ul style="list-style-type: none"> • Food stuffs • Students book • Food store • photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 171 • Certificate Secondary Agriculture F2 pg 117 • Longhorn secondary Agriculture form 2 pg 163-164 Teachers guide pg 89-92 • Gateway Agriculture revision paper 2 page 15 • Top mark Agriculture page 86-87 	
8	1	Livestock production (II) nutrition	<p>Concept of rationing</p> <p>Terms used to express food values</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • State the terms used to express food values • Explain the various terms 	<ul style="list-style-type: none"> • Stating the terms used to express food values • Explaining the various terms 	<ul style="list-style-type: none"> • Charts • Students book • Chalk board 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 172-175 • Certificate Secondary Agriculture F2 pg 125 • Longhorn secondary Agriculture form 2 pg 162-164 Teachers guide pg 89-92 • Top mark 	

							Agriculture page 87	
	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"> • Explain the process of ration computation • Stating the methods • Compute a livestock station 	<ul style="list-style-type: none"> • Stating the methods • Explaining the process of ration computation • Computing livestock ration 	<ul style="list-style-type: none"> • geometric set • Students book • Charts • Tables in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 176-179 • Certificate Secondary Agriculture F2 pg 126-128 • Longhorn secondary Agriculture form 2 pg 166-169 Teachers guide pg 89-92 • Gateway Agriculture revision paper 2 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"> • Define digestion • Describe the process of digestion generally 	<ul style="list-style-type: none"> • Defining digestion • Describing the process of digestion 	<ul style="list-style-type: none"> • Chart • Diagrams in the students book • Specimens of digestive systems • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 2 pg 179-182 • Certificate Secondary Agriculture F2 pg 120-121 • Longhorn secondary Agriculture form 2 pg 173-175 Teachers guide pg 	

							89-92 • Top mark Agriculture page 88	
	2-3	Livestock production (II) nutrition	Digestion in non-ruminants (Pigs)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe digestion and digestive system of a pig 	<ul style="list-style-type: none"> Describing digestion and the digestive system of a pig Drawing diagrams 	<ul style="list-style-type: none"> Chart Specimens of digestive systems Diagrams in the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 182-184 Certificate Secondary Agriculture F2 pg 121-122 Longhorn secondary Agriculture form 2 pg 172-173 Teachers guide pg 89-92 	
10	1	Livestock production (II) nutrition	Digestion in poultry	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe digestion and digestive system of poultry 	<ul style="list-style-type: none"> Describing digestion and digestive system of poultry Drawing diagrams 	<ul style="list-style-type: none"> Diagrams in the students book Specimen of the digestive system chart 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 185 Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 2 pg 170-172 Teachers guide pg 89-92 Gateway Agriculture revision paper 2 	

							<ul style="list-style-type: none"> page 18-19 Top mark Agriculture page 90 	
	2-3	Livestock production (II) nutrition	Differences and similarities in 60 th 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"> State the differences & similarities in both ruminant and non-ruminant digestive systems 	<ul style="list-style-type: none"> Stating the differences and similarities both in ruminant and non-ruminant digestive system 	<ul style="list-style-type: none"> Diagrams in the students book Specimens of digestive system chart 	<ul style="list-style-type: none"> KLB secondary Agriculture form 2 pg 186-188 Certificate Secondary Agriculture F2 pg 123-124 Longhorn secondary Agriculture form 2 pg 175-176 Teachers guide pg 89-92 Gateway Agriculture revision paper 2 page 13 Top mark Agriculture page 90 	
11	1-3	Livestock production (II) nutrition	Appropriate livestock handling techniques while feeding	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Handle livestock appropriately while feeding 	<ul style="list-style-type: none"> Handling livestock appropriately 	<ul style="list-style-type: none"> Farm animals Charts Farm structures Students book Diagrams from the students book 	<ul style="list-style-type: none"> 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	
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END TERM THREE EXAMS

AGRICULTURE FORM 3 SCHEMES OF WORK – TERM 1

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

							<p>pg 6-8 Teachers guide pg 37-38</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 23-24 • Top mark Agriculture page 92 	
	3-4	Livestock production selection and Breeding	Selection of dairy and beef cattle	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Define selection • Describe selection of the breeding of stock in cattle 	<ul style="list-style-type: none"> • Defining selection • Describing selection of the breeding stock in cattle • Drawings in students book 	<ul style="list-style-type: none"> • Farm animals • Diagrams in the students book • charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 8-9 • Certificate Secondary Agriculture F2 pg 123-124 • Longhorn secondary Agriculture form 3 pg 8-10 Teachers guide pg 38-39 • Gateway Agriculture revision paper 2 page 24 • Top mark Agriculture page 91-92 	
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"> • Describe selection of the breeding stock 	<ul style="list-style-type: none"> • Describing selection of the breeding stock • Note taking • Asking and answering 	<ul style="list-style-type: none"> • Farm animals • Diagrams in students book • charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 8-9 • Certificate Secondary 	

					questions		<p>Agriculture F2 pg 123-124</p> <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 3 pg 11-12 Teachers guide pg 37-38 	
	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"> • Describe selection of the breeding stock 	<ul style="list-style-type: none"> • Describing the breeding stock • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Farm animals • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 1-6 • Certificate Secondary Agriculture F2 pg 123-124 • Longhorn secondary Agriculture form 3 pg 1-5 Teachers guide pg 37-38 • Gateway Agriculture revision paper 2 page 21-23 • Top mark Agriculture page 91-92 	
	3-4	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"> • State factors considered when selecting a breeding stock 	<ul style="list-style-type: none"> • Stating factors considered in selection • Describing the various methods used • Defining breeding 	<ul style="list-style-type: none"> • Charts • Chalkboard • Diagrams on students book • Farm animals 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 11-16 • Certificate Secondary Agriculture F2 pg 	

				<ul style="list-style-type: none"> Describe the methods in selection Define breeding Explaining the importance of breeding 			<ul style="list-style-type: none"> 123-124 Longhorn secondary Agriculture form 3 pg 15-16 Teachers guide pg 38-39 Gateway Agriculture revision paper 2 page 24 Top mark Agriculture page 93 	
3	1		Breeding	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Explain the terms used in breeding 	<ul style="list-style-type: none"> Explaining the various terms 	<ul style="list-style-type: none"> Charts Chalkboard Farm animals 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 16 Longhorn secondary Agriculture form 3 pg 16-19 Teachers guide pg 39-41 Gateway Agriculture revision paper 2 page 24-25 Top mark Agriculture page 93-94 	
	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"> Explain the process of mating in cattle, pigs & rabbits State signs of heat 	<ul style="list-style-type: none"> Explaining the process of mating Stating signs of heat in pigs, rabbits and cattle 	<ul style="list-style-type: none"> Farm animals Photographs Students book Farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 16-19 Longhorn secondary Agriculture form 3 	

				in cattle, pigs and rabbits			pg 19-23 Teachers guide pg 39-41 <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 25 • Top mark Agriculture page 94-95 	
	3		Breeding systems of breeding	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State various systems of breeding • Explain reasons for breeding systems • Describe various 	<ul style="list-style-type: none"> • Stating various systems of breeding • Explaining reasons for breeding • Describing various breeding systems 	<ul style="list-style-type: none"> • Charts • Farm animals • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 16-19 • Longhorn secondary Agriculture form 3 pg 19-23 Teachers guide pg 39-41 • Gateway Agriculture revision paper 2 page 25 • Top mark Agriculture page 94-95 	
	4	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"> • Identify the various services in livestock • Describe the methods of services in livestock • Explain the advantages & 	<ul style="list-style-type: none"> • Identifying the various methods of services • Describing the methods of services in livestock • Drawing diagrams • Explaining the advantages & 	<ul style="list-style-type: none"> • Farm animals • A.I technicians • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 20-23 • Longhorn secondary Agriculture form 3 pg 23-30 Teachers guide pg 41-43 	

				disadvantages of the methods	disadvantages			
4	1		Signs of parturition in livestock <ul style="list-style-type: none"> • Cows • Sows • Does 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State signs of parturition in cows, sows and does 	<ul style="list-style-type: none"> • Stating signs of parturitions in cows, sows and does 	<ul style="list-style-type: none"> • Coral, photographs • A.I Technicians • Students book • Farm animals 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 24-25 • Longhorn secondary Agriculture form 3 pg 41-43 Teachers guide pg 39-41 • Gateway Agriculture revision paper 2 page 26-27 • Top mark Agriculture page 96-97 	
	2	Livestock production Livestock rearing practices	Routine Livestock rearing practices	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define a routine • Explain the routine practices in livestock rearing • State the importance of each of the practice 	<ul style="list-style-type: none"> • Defining a routine • Explaining the routine practices • Stating the importance of each practice 	<ul style="list-style-type: none"> • Livestock structures • Livestock feeds • Animals farm • Livestock • Student book • photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 27-31 • Longhorn secondary Agriculture form 3 pg 33-35 Teachers guide pg 49-51 • Gateway Agriculture revision paper 2 page 28-29 • Top mark Agriculture page 98 	
	3-4	Livestock production (IV)	Parasite and disease control practices	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> • Stating the various control practices • Describing various 	<ul style="list-style-type: none"> • Livestock drugs • Livestock tools • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 	

				<ul style="list-style-type: none"> • State various methods of parasite and disease control • Describe the various parasite and disease control practices 	<ul style="list-style-type: none"> • Control practices • Carrying out the various control practices 	<ul style="list-style-type: none"> • Diagrams on the students book • Livestock tools • Students book 	<ul style="list-style-type: none"> • pg 32-36 • Longhorn secondary Agriculture form 3 pg 35-39 • Teachers guide pg 49-51 • Gateway Agriculture revision paper 2 page 25 • Top mark Agriculture page 98-99 	
5	1	Livestock production (IV) Livestock Rearing	Breeding practices	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • State the breeding practices • Describe the various breeding practices • Carry out the various practices 	<ul style="list-style-type: none"> • Stating the breeding practices • Describing the various breeding practices • Carrying out the various practices 	<ul style="list-style-type: none"> • Livestock drugs • Livestock tools • Photographs • Students book • Diagrams on the students book • Livestock • Livestock farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 27-29 • Longhorn secondary Agriculture form 3 pg 49-51 • Teachers guide pg 49-51 • Gateway Agriculture revision paper 2 page 30-31 • Top mark Agriculture page 99 	
	2	Livestock Rearing practices	Identification De-breaking Tooth clipping culling	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe de-beaking tooth, clipping and culling • Carry out these 	<ul style="list-style-type: none"> • Describing de-beaking, tooth clipping and culling • Carrying out the practices • Drawing the diagrams showing the practices 	<ul style="list-style-type: none"> • Livestock • Livestock drugs • Livestock tools • Students book • Photographs • Diagrams on the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 41-48 • Longhorn secondary Agriculture form 3 pg 41-44 • Teachers guide pg 	

				practices			<ul style="list-style-type: none"> 49-51 Gateway Agriculture revision paper 2 page 25 Top mark Agriculture page 99-100
	3-4		Dehorning, shearing, castration	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> describe dehorning, shearing, castration Carry out these practices 	<ul style="list-style-type: none"> Describing dehorning, shearing castration Carry out these practices 	<ul style="list-style-type: none"> Livestock Livestock drugs Livestock tools Students book Photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 45-50 Longhorn secondary Agriculture form 3 pg 41-44 Teachers guide pg 49-51 Gateway Agriculture revision paper 2 page 25 Top mark Agriculture page 100
6	1	Livestock rearing practices	Management of cows during parturition	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe the management of a cow parturition 	<ul style="list-style-type: none"> Describing the management of a cow during parturition Drawing diagrams 	<ul style="list-style-type: none"> Cows Photographs Students book Veterinary personnel 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 53 Longhorn secondary Agriculture form 3 pg 50-54 Teachers guide pg 49-51 Access secondary Agriculture Revision

							<ul style="list-style-type: none"> page 170, 295 Golden tips agriculture page 277 	
	2		<p>Management of sows, nannies, does, ewes</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe the management, does & ewes during parturition 	<ul style="list-style-type: none"> Describing the management of sows, nannies, does, ewes & during parturition 		<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 53-56 Longhorn secondary Agriculture form 3 pg 54-56 Teachers guide pg 49-51 Gateway Agriculture revision paper 2 page 33-34 Access secondary Agriculture Revision page 170, 295 Golden tips agriculture page 175,295-296 	
	3-4	Bee- keeping	<ul style="list-style-type: none"> Importance Bee colony Sitting the a apiary 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State the importance of bee keeping Describe the importance of bee keeping Describe the bee conolony Explain factors to consider when 	<ul style="list-style-type: none"> Stating the importance of bee keeping Describing the bee colony Explaining factors to consider when citing an apiary 	<ul style="list-style-type: none"> Combs Bee hives Apiary Bee handling tools bees 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 56-60 Longhorn secondary Agriculture form 3 pg 51-52 Teachers guide pg 49-51 Gateway Agriculture revision paper 2 page 33-34 	

				citing an apiary			<ul style="list-style-type: none"> Access secondary Agriculture Revision page 175-176 	
7	1	Bee keeping	Types of bee hive stocking the bee hive Management of bees	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> State the various types of bee hives Describe the stocking of bee hive and management 	<ul style="list-style-type: none"> Stating various types of bee hives Describing the stocking of a bee hive and management 	<ul style="list-style-type: none"> Beehives Combs Apiary Bee handling Students book Protective clothing 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 60-69 Longhorn secondary Agriculture form 3 pg 59-62 Teachers guide pg 51-52 Gateway Agriculture revision paper 2 page 33-34 Access secondary Agriculture Revision page 175-176 Golden tips agriculture page 299-300 	
	2	Bee keeping	Importance of fish farming Types if fuse kept in farm ponds	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Define fish farming Explain the importance of fish farming Identifying the types of fish kept in the fish pond 	<ul style="list-style-type: none"> Defining fish farming Explaining the importance of fish farming Identifying the types of fish kept in pond Drawing diagrams 	<ul style="list-style-type: none"> Fish nets Fish species Fish ponds Diagrams in the students book Fish food 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 70-73 Longhorn secondary Agriculture form 3 pg 62-64 Teachers guide pg 51-52 Gateway Agriculture revision paper 2 page 36 Access secondary 	

							<p>Agriculture Revision page 175-176</p> <ul style="list-style-type: none"> • Golden tips agriculture page 301 	
	3	Fish Farming	<p>Importance of fish farming Types of fish kept in farm ponds</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Define fish farming • Explain the importance of fish farming • Identifying the types of fish kept in fish pond 	<ul style="list-style-type: none"> • Defining fish farming • Explaining the importance of fish farming • Identifying the types of fish kept in fish pond • Drawing diagrams 	<ul style="list-style-type: none"> • Fish nets • Fish species • Fish pond • Diagrams in the students book • Fish pond 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 73-77 • Longhorn secondary Agriculture form 3 pg 65-70 Teachers guide pg 52-53 • Gateway Agriculture revision paper 2 page 36-37 • Access secondary Agriculture Revision page 177 • Golden tips agriculture page 301-302 	
7	4	Fish Farming	<p>Management Fish farming Harvesting and processing fish</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe fish management • Explain fish harvesting and processing fish 	<ul style="list-style-type: none"> • Describing fish management • Explaining fish harvesting and processing 	<ul style="list-style-type: none"> • Fish pond • Fish species • Fish nets • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 73-79 • Longhorn secondary Agriculture form 3 pg 65-70 Teachers guide pg 52-53 • Gateway Agriculture revision paper 2 	

							<p>page 36-37</p> <ul style="list-style-type: none"> • Access secondary Agriculture Revision page 177 • Golden tips agriculture page 302-303 	
8	1	Livestock Rearing Practices	Appropriate handling of livestock during routine management	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Demonstrate a caring attitude towards livestock 	<ul style="list-style-type: none"> • Demonstrating a caring attitude towards livestock • Drawing diagrams 	<ul style="list-style-type: none"> • Diagrams from the student book • Farm animals • Photographs • Livestock handling tools 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 79-81 • Longhorn secondary Agriculture form 3 pg 70-75 Teachers guide pg 53-54 • Gateway Agriculture revision paper 2 page 36-37 • Access secondary Agriculture Revision page 296 • Golden tips agriculture page 296 	
	2	Farm Structures	<p>Farm buildings and structures</p> <p>Citing parts of a building</p> <p>Cite preparation</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • State factors considered when citing farm structures • Describe parts of a building 	<ul style="list-style-type: none"> • Stating factors considered when citing farm structures • Describing parts of a building 	<ul style="list-style-type: none"> • Farm buildings • Diagrams • School farm • Student's book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 83-88 • Longhorn secondary Agriculture form 3 pg 77-80 Teachers guide pg 59-60 	

							<ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 36-37 • Access secondary Agriculture Revision page 235 • Golden tips agriculture page 250
	3-4	Farm Structures	Livestock Structures Crushes	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify materials used in constructions • State the maintenance of a crush • Explain the uses of a crush 	<ul style="list-style-type: none"> • Identifying materials used in construction of crush • Stating the maintenance of a crush • Explaining the various uses of a crush 	<ul style="list-style-type: none"> • Crush • Constructional materials • Student's book • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg93-94 • Longhorn secondary Agriculture form 3 pg 81-83 Teachers guide pg 59-60 • Access secondary Agriculture Revision page 236 • Golden tips agriculture page 251-252
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"> • Identify materials used in construction of a dip • State the maintenance of a dip • Explain the uses 	<ul style="list-style-type: none"> • Identifying materials used in constructions • Stating the maintenance of a dip • Explaining the uses of the dip • Drawing the structures 	<ul style="list-style-type: none"> • Dip construction materials • Photographs • Diagrams from the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 95-96 • Longhorn secondary Agriculture form 3 pg 83-86 Teachers guide pg 60-63 • Gateway Agriculture revision paper 2

				of a dip			page 36-37 <ul style="list-style-type: none"> Access secondary Agriculture Revision page 236 Golden tips agriculture page 252 	
2	Farm structures	Livestock structures <ul style="list-style-type: none"> Spray race Dairy shed 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify the constructional materials used State the uses of these structures 	<ul style="list-style-type: none"> Identifying materials used in construction Stating the uses of the structure Drawing the structures 	<ul style="list-style-type: none"> Diagrams from the students book Photographs Construction materials Spray race and dairy shed 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 99-102 Longhorn secondary Agriculture form 3 pg 86-90 Teachers guide pg 60-63 Gateway Agriculture revision paper 2 page 88 Access secondary Agriculture Revision page 236 Golden tips agriculture page 253-254 		
3-4	Farm structures	Livestock structure Calf pens Poultry houses Rabbits hutches Pig sty's	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Name the construction materials used State the uses of these structures Describe the construction of 	<ul style="list-style-type: none"> Naming the construction materials Stating the uses of the structures Describing the construction of the structures 	<ul style="list-style-type: none"> Calf pens Poultry houses Rabbit hutches Pig stys Construction materials Photographs Students book Diagrams on the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 194-114,115 Longhorn secondary Agriculture form 3 pg 86-90 Teachers guide pg 60-63 Gateway Agriculture 		

				the materials			revision paper 2 page 88 <ul style="list-style-type: none"> Golden tips agriculture page 254-257 	
10	1	Farm Structures	Livestock structures <ul style="list-style-type: none"> Fish pond Silo 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify the construction materials used Explain the uses of these structures 	<ul style="list-style-type: none"> Identifying the construction materials Explaining the uses of these structures 	<ul style="list-style-type: none"> Photographs Students book Constructional materials Diagrams in the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 115, 123 Longhorn secondary Agriculture form 3 pg 100-104 Teachers guide pg 60-63 Golden tips agriculture page 250 	
	2	Farm structures	Zero grazing unit Bee hive	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify construction materials used State the uses of these structures 	<ul style="list-style-type: none"> Identifying the construction materials Stating the uses of these structures 	<ul style="list-style-type: none"> Zero grazing unit Photographs Students book Construction materials beehive 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 102-104 Longhorn secondary Agriculture form 3 pg 103-106 Teachers guide pg 60-63 Gateway Agriculture revision paper 2 page 88 Access secondary Agriculture Revision page 235 Golden tips agriculture page 	

							259-260	
	3-4	Farm Structures	Farm Stores	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Identifying the construction materials used State the uses of these structures Describe the process of constructing a farm store 	<ul style="list-style-type: none"> Identifying the construction materials Stating the uses of these structures Describing the process of constructing a farm store 	<ul style="list-style-type: none"> Diagrams in the students book Photographs Farm store Construction materials 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 121-122 Longhorn secondary Agriculture form 3 pg 106-110 Teachers guide pg 64 Gateway Agriculture revision paper 2 page 89 Golden tips agriculture page 260-261 	
11	1-2	Farm structures	Fences	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State the types of fences Identify the construction materials used 	<ul style="list-style-type: none"> Stating types of fences Identifying the construction materials used Explaining the uses of these structures Drawing the fences 	<ul style="list-style-type: none"> Fences Construction materials Students book Photographs diagrams 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 124-132 Longhorn secondary Agriculture form 3 pg 110-117 Teachers guide pg 65 	
	3-4	Farm structures	Green Houses	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> State the construction materials used Describe the process of 	<ul style="list-style-type: none"> Stating the construction materials Describing the process of constructing green house Explaining the uses 	<ul style="list-style-type: none"> Green houses Construction materials Diagrams from the students book Students book photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 133-139 Longhorn secondary Agriculture form 3 pg 128-121 Teachers guide pg 	

				constructing green house <ul style="list-style-type: none"> • Explain the uses of these structures 	of the structures		66 <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 89 • Access secondary Agriculture Revision page 235 • Golden tips agriculture page 262 	
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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"> • Define land tenure • State the types of land tenure • Describe the collective tenure systems 	<ul style="list-style-type: none"> • Defining the term land tenure • Stating the types of land tenure • Describing the collective systems 	<ul style="list-style-type: none"> • Charts • Students book • Chalk board 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 140-141 • Longhorn secondary Agriculture form 3 pg 123-125 Teachers guide pg 74 • Gateway Agriculture revision paper 2 page 98-99 • Access secondary Agriculture Revision page 120 	

							<ul style="list-style-type: none"> Golden tips agriculture page 125 	
	2		Individual Tenure System	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State the types of individual tenure system Describe individual tenure systems State advantages and disadvantages of this tenure system 	<ul style="list-style-type: none"> Stating the individual tenure systems Describing individual tenure system Stating advantages and disadvantages of the system 	<ul style="list-style-type: none"> Title deeds Charts Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 143-145 Longhorn secondary Agriculture form 3 pg 123-125 Teachers guide pg 74 Gateway Agriculture revision paper 2 page 98-99 Golden tips agriculture page 124 	
	3-4	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"> Define land reforms Describe the various types of land reforms Explaining the various settlement schemes in Kenya 	<ul style="list-style-type: none"> Defining land reforms Describing various types of land reforms Explaining the various settlement scenes in Kenya 	<ul style="list-style-type: none"> Title deeds Students book Charts Chalk board 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 148-157 Longhorn secondary Agriculture form 3 pg 127-155 Teachers guide pg 75-76 Gateway Agriculture revision paper 2 page 99 Access secondary Agriculture Revision page 120-121 Golden tips agriculture page 125-126 	

2	1	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"> • Define soil erosion • Explain factors that influence soil erosion 	<ul style="list-style-type: none"> • Defining soil erosion • Explaining factors that influence soil erosion 	<ul style="list-style-type: none"> • Excavated areas • School farm • Photographs • Diagrams on the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 158-160 • Longhorn secondary Agriculture form 3 pg 137-138 Teachers guide pg 80 • Gateway Agriculture revision paper 2 page 121 • Access secondary Agriculture Revision page 120-121 • Golden tips agriculture page 126 	
	2	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"> • Explain the various agents of erosion 	<ul style="list-style-type: none"> • Explaining various agents 	<ul style="list-style-type: none"> • Photographs • School farm • Excavated areas • Students book 	<ul style="list-style-type: none"> • Longhorn secondary Agriculture form 3 pg 15-16 Teachers guide pg 38-39 • Gateway Agriculture revision paper 2 page 24 • Access secondary Agriculture Revision page 80 • Golden tips agriculture page 26 	
	3-4	Soil and Water Conservation	Soil Erosion	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> • Describing the various types of 	<ul style="list-style-type: none"> • Photographs • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 	

	3-4	Soil and water conservation	<p>Soil control Measures</p> <ul style="list-style-type: none"> • Biological and cultural control • Physical and structural control measures 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the biological, cultural physical and structural control • Measures on soil erosion 	<ul style="list-style-type: none"> - Describing the biological, cultural, physical and structural measures of controlling soil erosion - Drawing diagrams 	<ul style="list-style-type: none"> • Mesh wire • Poles • Quarry chips • School farm • Photographs • Excavated areas • Students book • Garden tools • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 173-186 • Longhorn secondary Agriculture form 3 pg 142-149 Teachers guide pg 81 • Gateway Agriculture revision paper 2 page 122-124 • Access secondary Agriculture Revision page 81-83 • Golden tips agriculture page 28-30 	
4	1-2	Soil and Water Conservation	<p>Water Harvesting</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Name methods used to harvest water • Describe water harvesting and conservation techniques • Explain the micro catchment and their uses 	<ul style="list-style-type: none"> • Naming methods used to harvest water • Describing water harvesting and conservation • Explaining micro catchment • Stating their uses 	<ul style="list-style-type: none"> • Dams • Tanks • Reservoirs • Wells • Photographs • School farm • Garden tools • Gutters • Ponds 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 187-191 • Longhorn secondary Agriculture form 3 pg 149-159 Teachers guide pg81-82 • Gateway Agriculture revision paper 2 page 124-125 • Access secondary Agriculture Revision page 83-85 • Golden tips agriculture page 30- 	

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	3-4	Weeds and weed control	<p>Weeds</p> <ul style="list-style-type: none"> • Definition • Identification • classification 	<p>By the end of the lesson, the learner should be able to</p> <ol style="list-style-type: none"> define a weed identify the various weeds classify the weeds in various groups 	<ul style="list-style-type: none"> • defining weeds • observation • identifying the weeds • classify the weeds 	<ul style="list-style-type: none"> • weed specimen • school farm • photographs • students book • diagrams in the students books 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 192-201 • Longhorn secondary Agriculture form 3 pg 161-164 Teachers guide pg 87-88 • Gateway Agriculture revision paper 2 page 73-74 • Golden tips agriculture page 63-64 	
5	1-2	Weeds and weed control	<p>Weeds</p> <p>Identification classification</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • identify the various weeds • classify the various weeds 	<ul style="list-style-type: none"> • identifying the various weeds • classifying the various weeds 	<ul style="list-style-type: none"> • weed specimen • school farm • photographs • diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 193-200 • Longhorn secondary Agriculture form 3 pg 161-164 Teachers guide pg 87-88 • Gateway Agriculture revision paper 2 page 73-74 • Access secondary agriculture page 89 • Golden tips agriculture page 63- 	

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	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"> Identify the various weeds Classify the various weeds 	<ul style="list-style-type: none"> Identify the various weeds Classifying the various weeds 	<ul style="list-style-type: none"> Weed specimen School farm Photographs Diagrams in students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 200-202 Longhorn secondary Agriculture form 3 pg 159-161 Teachers guide pg 87-88 Gateway Agriculture revision paper 2 page 73-74 Access secondary agriculture page 89-90 Golden tips agriculture page 64-65 	
6	1	Weeds and weed control	Weed control <ul style="list-style-type: none"> mechanical 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe mechanical weed control 	<ul style="list-style-type: none"> Describing mechanical weed control 	<ul style="list-style-type: none"> weed specimen school farm photographs diagrams in the students book garden tools 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 209-210 Longhorn secondary Agriculture form 3 pg 169-170 Teachers guide pg 88-92 Gateway Agriculture revision paper 2 page 76 Golden tips agriculture page 64- 	

							65	
	2		Cultural and biological control	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe biological and cultural weed control method 	<ul style="list-style-type: none"> Describing the biological and cultural weed control method Note taking Asking and answering questions 	<ul style="list-style-type: none"> Garden tools Students book Photographs School farm Farm specimen 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 210-211 Longhorn secondary Agriculture form 3 pg 178 Teachers guide pg 93-95 Gateway Agriculture revision paper 2 page 76 Golden tips agriculture page 65 	
	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"> Explain ways in which chemicals kill weeds State the classification of herbicides Explaining factors affecting selectivity and effectiveness of herbicides Identifying the precautions in using chemicals Stating the advantages and disadvantages of herbicides 	<ul style="list-style-type: none"> Explaining ways in which chemicals kill weeds Stating the classifications of herbicides Explaining factors affecting selectivity and effectiveness of herbicides Identifying the precautions in using chemicals Stating the advantages and disadvantages of herbicides 	<ul style="list-style-type: none"> Garden tools Students book Photographs School farm Weed specimen 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 203-208 Longhorn secondary Agriculture form 3 pg 170,172-175 Teachers guide pg 88-92 Gateway Agriculture revision paper 2 page 74 Golden tips agriculture page 90 Access secondary Agriculture page 65-66 	

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"> • Define a pest • Explain harmful effects of crop pests 	<ul style="list-style-type: none"> • Defining a pest • Explaining the harmful effects of crop pests • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Specimens of crop pests • Crops attacked • Pesticides • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 213-214 • Longhorn secondary Agriculture form 3 pg 177-178 Teachers guide pg 93-95 • Gateway Agriculture revision paper 2 page 76 	
	2		Crop Pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Classify pests based on mode of feeding • Classify pests based on crop part attacked 	<ul style="list-style-type: none"> • Classifying pests based on mode of feeding • Asking and answering questions 	<ul style="list-style-type: none"> • Crops attacked specimens of crop pests • Photographs of pests • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 214 • Longhorn secondary Agriculture form 3 pg 177-178 Teachers guide pg 93-95 • Gateway Agriculture revision paper 2 page 76 • Golden tips agriculture page 67 • Access secondary Agriculture page 97 	
	3-4		Crop Pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Classify pest on the basis of stage of growth 	<ul style="list-style-type: none"> • Classify pests • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Crops attacked • Specimen of crop pests • Photographs of pests 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 214-215 • Longhorn secondary Agriculture form 3 	

				<p>classification (scientific)</p> <ul style="list-style-type: none"> • Level of damage and place where they are found of habitat 		<ul style="list-style-type: none"> • Students book 	<p>pg 177-178 Teachers guide pg 93-95</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 76 • Golden tips agriculture page 67 • Access secondary Agriculture page 97 	
8	1-2	Crop pests and diseases	<p>Crop pests</p> <ul style="list-style-type: none"> • Identification 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • identify common pests • describe the various pests and the stage, part of the crop attacked 	<ul style="list-style-type: none"> • Identifying common pests • Describing the various pests on the various basics • Asking and answering questions • Note making 	<ul style="list-style-type: none"> • Diagrams in the students book • Photographs of pests • Pesticides • Crops attacked • Specimens of crop pests • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 215-226 • Longhorn secondary Agriculture form 3 pg 179-184 Teachers guide pg 93-95 • Gateway Agriculture revision paper 2 page 77-79 • Golden tips agriculture page 67-69 • Access secondary Agriculture page 97-98 	
	3-4		<p>Crop pests</p> <ul style="list-style-type: none"> • identification 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • identify common pests • describe the 	<ul style="list-style-type: none"> • Identifying common pests • Describing the various pests • Asking and answering 	<ul style="list-style-type: none"> • Crops attacked • Specimens of crop pests • Photographs of pests • Pesticides 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 215-226 • Longhorn secondary Agriculture form 3 	

				various pests and the stage part of the crop attacked	<ul style="list-style-type: none"> questions Note making 	<ul style="list-style-type: none"> Diagrams in the students book 	<p>pg 179-184 Teachers guide pg 93-95</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 77-79 Golden tips agriculture page 67-69 	
9	1	Crop Pests and disease control	Crop pests	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe harmful effects of pests Identify pest control measures 	<ul style="list-style-type: none"> Describing the effects of pests Identifying pests control measure 	<ul style="list-style-type: none"> Students book Specimens of crop pests Crops attacked Pesticides Photography Pests 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 213-226 Longhorn secondary Agriculture form 3 pg 83-86 Teachers guide pg 60-63 Gateway Agriculture revision paper 2 page 88 Golden tips agriculture page 70-75 Access secondary Agriculture page 97-98 	
	2		<p>Crop pests control</p> <ul style="list-style-type: none"> cultural 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe the cultural pest control measures 	<ul style="list-style-type: none"> Describing the cultural pest Control measures Note taking Asking and answering questions 	<ul style="list-style-type: none"> Students book Crops attacked Pesticides Photographs of pests School farm Specimen of 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 228-230 Longhorn secondary Agriculture form 3 	

						crop pests	pg 185-186 Teachers guide pg 63-70 <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 79 • Golden tips agriculture page 71-72 	
	3	Crop pest and diseases	Crop pests	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe the mechanical pest control 	<ul style="list-style-type: none"> • Describing mechanical pest control • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Specimen of crop pests • Crops attacked • Photographs of pests 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 226-227 • Longhorn secondary Agriculture form 3 pg 186-188 Teachers guide pg 95 • Gateway Agriculture revision paper 2 page 80 • Golden tips agriculture page 7 	
	4		Crop pests	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe the biological pest control 	<ul style="list-style-type: none"> • Describing biological pest control • Asking and answering questions • Note taking • Explanations 	<ul style="list-style-type: none"> • Photographs of pests • Crops attacked • Specimens of crop pests 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 232 • Longhorn secondary Agriculture form 3 pg 186-188 Teachers guide pg 95 • Gateway Agriculture 	

							revision paper 2 page 88 <ul style="list-style-type: none"> Golden tips agriculture page 73-74 	
10	1		Crop pests	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe chemical methods of pest control 	<ul style="list-style-type: none"> Describing the chemical methods of pest control Note taking Asking and answering questions 	<ul style="list-style-type: none"> Photographs of pests Crops attacked Specimens of crop pests 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 230-232 Longhorn secondary Agriculture form 3 pg 188-190 Teachers guide pg 95 Gateway Agriculture revision paper 2 page 88 	
	2	Crop pests and disease	Crop diseases	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Define a plant disease Classify plant diseases Explain harmful effects of crop diseases 	<ul style="list-style-type: none"> Defining a plant diseases Classifying plant diseases Explaining the harmful effects of crop diseases 	<ul style="list-style-type: none"> Students book Specimens of diseases crops Photographs Fungicides 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 233-236 Longhorn secondary Agriculture form 3 pg 190-191 Teachers guide pg 96-99 Gateway Agriculture revision paper 2 page 88 	
	3-4	Crop pest and diseases	Crop diseases	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify common 	<ul style="list-style-type: none"> Identifying common crop diseases Asking questions 	<ul style="list-style-type: none"> Students book Specimens of diseased crops Photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 233-241 Longhorn secondary 	

				crop diseases	<ul style="list-style-type: none"> and answering Note taking 	<ul style="list-style-type: none"> Fungicides 	<p>Agriculture form 3 pg 191-197 Teachers guide pg 96-99</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 82-84 	
11	1-2		Crop diseases	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> classify plant diseases 	<ul style="list-style-type: none"> Classifying plant Diseases Asking and answering questions Explanations 	<ul style="list-style-type: none"> Specimen of diseased crops Photographs Fungicides Students book Diagrams in the students books 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 233-238 Longhorn secondary Agriculture form 3 pg 191-197 Teachers guide pg 96-99 Gateway Agriculture revision paper 2 page 82-84 Golden tips agriculture page 74- 77 Access secondary Agriculture page 97- 98 	
	3-4		Crop diseases	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe the disease control crops Carry out crop diseases control 	<ul style="list-style-type: none"> Describing the disease control in crops Carrying out crop disease control 	<ul style="list-style-type: none"> Students book Specimen of disease crops Photographs Fungicides Diagrams in the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 239-240 Longhorn secondary Agriculture form 3 pg 182-184 Teachers guide pg 95 	

							<ul style="list-style-type: none">• Gateway Agriculture revision paper 2 page 84• Golden tips agriculture page 77-78• Access secondary Agriculture page 104-106
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END TERM 2 EXAMINATION

AGRICULTURE FORM 3 SCHEMES OF WORK – TERM 3

WE EK	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"> Name hybrids, composites of maize State the ecological requirement of maize Describe, field establishments, management and harvesting maize & marketing 	<ul style="list-style-type: none"> Naming hybrids composites Stating the ecological requirements Describing management harvesting and field establishment Note making Asking and answering questions 	<ul style="list-style-type: none"> Garden tools Samples of maize School farms Student book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 242-250 Longhorn secondary Agriculture form 3 pg 200-202 Teachers guide pg 101-102 Gateway Agriculture revision paper 2 page 52,54,55 Golden tips agriculture page 57-58 	
	2		Production of millet	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Name hybrids, composites and cutting of millet State the 	<ul style="list-style-type: none"> Stating the ecological requirements Describing field establishment management harvesting and 	<ul style="list-style-type: none"> Garden tools School farm Sample of millet Diagrams on the students book charts 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 250-255 Longhorn secondary Agriculture form 3 	

				<p>ecological requirement of millet</p> <ul style="list-style-type: none"> Describe field establishment, management, harvesting and marketing 	<p>marketing</p> <ul style="list-style-type: none"> Note making Asking and answering questions Naming the hybrids, composites cultwas 		<p>pg 201-214 Teachers guide pg 101-102</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 56 Golden tips agriculture page 82-84 Access secondary Agriculture page 58 	
	3		Production of sorghum	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Name composites, hybrids, cultivar of sorghum State the ecological requirements of sorghum Describe the field establishment, management marketing and harvesting 	<ul style="list-style-type: none"> Naming the hybrids, composite cultivars Stating the ecological requirement of sorghum Describing the field establishment management, harvesting and marketing Asking and answering questions 	<ul style="list-style-type: none"> Charts samples of sorghum Garden tools Diagrams on the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 250-255 Longhorn secondary Agriculture form 3 pg 201-204 Teachers guide pg 101-102 Gateway Agriculture revision paper 2 page 56 Golden tips agriculture page 84-85 Access secondary Agriculture page 59-60 	
	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"> State the varieties of beans grown 	<ul style="list-style-type: none"> Stating the varieties Explaining the ecological requirements of 	<ul style="list-style-type: none"> School farm Garden tools Seed samples Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 250-255 Longhorn secondary 	

				<ul style="list-style-type: none"> Describe the varieties of beans grown Explaining the ecological requirements of maize Describe field establishment management and harvesting marketing 	<p>maize</p> <ul style="list-style-type: none"> Describing field establishment, harvesting and marketing Note making Asking and answering questions 		<p>Agriculture form 3 pg 214-215 Teachers guide pg 101-102</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 56-58 Golden tips agriculture page 85-87 Access secondary Agriculture page 59-60 	
2	1-2	Crop production	Gross Margin of Crop enterprises	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Compare and contrast the gross margin of maize/millet, sorghum and beans 	<ul style="list-style-type: none"> Comparing and contrasting gross margins of maize, millet, sorghum and beans 	<ul style="list-style-type: none"> Charts Receipts Tables Chair Farm records Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 243-268 Longhorn secondary Agriculture form 3 pg 218-219 Teachers guide pg 101-102 Gateway Agriculture revision paper 2 page 56-58 Golden tips agriculture page 85-87,79-90 Access secondary Agriculture page 57-63 	
	3-4	Crop production	Harvesting of cotton, sugarcane,	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> describing the harvesting of 	<ul style="list-style-type: none"> photographs diagrams in the 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 	

			pyrethrum	to <ul style="list-style-type: none"> describe the harvesting of cotton, pyrethrum and sugarcane 	cotton, pyrethrum and sugarcane	students book <ul style="list-style-type: none"> school farm farm harvesting tools 	pg 263-264 <ul style="list-style-type: none"> Longhorn secondary Agriculture form 3 pg 221-224 Teachers guide pg 102-103 Gateway Agriculture revision paper 2 page 58-59 Golden tips agriculture page 85-87,79-90 Access secondary Agriculture page 57-63 	
3	1	Crop Production	Harvesting of cotton, sugarcane, pyrethrum	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the harvesting of cotton, pyrethrum and sugar cane 	<ul style="list-style-type: none"> Describing the harvesting of cotton, pyrethrum and sugarcane 	<ul style="list-style-type: none"> Photographs Diagrams in the students book School farm Farm harvesting tools 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 264-266 Longhorn secondary Agriculture form 3 pg 224-226 Teachers guide pg 103-105 Gateway Agriculture revision paper 2 page 59 	
	2	Crop production	Harvesting of tea and coffee	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the harvesting of tea and coffee 	<ul style="list-style-type: none"> Describing the harvesting of tea and coffee 	<ul style="list-style-type: none"> Diagrams in the students book Photographs Harvesting tools Charts 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 226-268 Longhorn secondary Agriculture form 3 	

							pg 226-228 Teachers guide pg 103-105 <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 59-60 • Golden tips agriculture page 88-89 	
	3-4	Crops forage	Pastures classifications	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define pastures and forage crops • Classify pastures 	<ul style="list-style-type: none"> • Defining pastures and forage crops • Classifying pastures & forage 	<ul style="list-style-type: none"> • Students book • Specimens of pastures • Photographs of forage crops charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 269-272 • Longhorn secondary Agriculture form 3 pg 230-234 Teachers guide pg 106-107 • Gateway Agriculture revision paper 2 page 59-60 • Golden tips agriculture page 108 • Access secondary revision page 72 	
4	1		Pastures establishment management	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe pasture establishment • Describe pasture management 	<ul style="list-style-type: none"> • Describing pasture establishment • Describing pasture management note taking 	<ul style="list-style-type: none"> • Specimens of pastures • Photographs of forage crops • Garden tools 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 272-276 • Longhorn secondary Agriculture form 3 pg 234-236 Teachers guide pg 106-107 	

							<ul style="list-style-type: none"> • Golden tips agriculture page 109 • Access secondary revision page 72 	
	2		Pastures utilizations	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe various methods of pasture utilization 	<ul style="list-style-type: none"> • Describing various methods of pastures • Utilization • Asking and answering questions 	<ul style="list-style-type: none"> • Specimens of pastures • Photographs of forage crops • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 277-280 • Longhorn secondary Agriculture form 3 pg 326-340 Teachers guide pg 107 • Gateway Agriculture revision paper 2 page 59-60 • Golden tips agriculture page 109 	
	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"> • Explain the two grazing methods • State the advantages and disadvantages of each 	<ul style="list-style-type: none"> • Explaining the two grazing methods • Stating the advantages and disadvantages of each 	<ul style="list-style-type: none"> • Diagrams in the students book • Photographs • charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 280-283 • Gateway Agriculture revision paper 2 page 59-60 • Access secondary agriculture page 73-74 • Golden tips agriculture page 110-111 	
	4		Folder crops	By the end of the lesson,	<ul style="list-style-type: none"> • Describing the field 	<ul style="list-style-type: none"> • Samples of 	<ul style="list-style-type: none"> • KLB secondary 	

			Napier grass	<p>the learner should be able to</p> <ul style="list-style-type: none"> • State the ecological requirements of Napier grass • Describe the field establishment, management and utilization 	production of Napier grass	<p>folder crop</p> <ul style="list-style-type: none"> • School farm • Photographs • Charts • Students book 	<p>Agriculture form 3 pg 283-287</p> <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 3 pg 241-242 Teachers guide pg 107 • Gateway Agriculture revision paper 2 page 88 • Access secondary revision page 94 	
5	1	Forage crops	Sorghum Guatemala grass	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the production of Guatemala grass under ecological requirements, establishment, management and utilization • Describe the production of sorghum under ecological requirements establishment, management and utilization 	<ul style="list-style-type: none"> • Describing the field production of sorghum and Guatemala grass 	<ul style="list-style-type: none"> • Students book • Specimens of fodder crops • Photographs of forage crops • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 269-272 • Longhorn secondary Agriculture form 3 pg 242-244 Teachers guide pg 108 • Gateway Agriculture revision paper 2 page 89 	
	2		Kales <ul style="list-style-type: none"> • Edible • Canaa 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • describe the production of 	<ul style="list-style-type: none"> • Explanations • Note taking 	<ul style="list-style-type: none"> • School farm • Photographs of folder • Specimen of fodder crops 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 291-292 • Longhorn secondary 	

				<p>kales under ecological requirements</p>			<p>Agriculture form 3 pg 244-245 Teachers guide pg 108</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 89-90 • Golden tips agriculture page 108 • Access secondary revision page 75-76
	3-4		<p>Fodder crops Lucerne Kenya white clover</p>	<p>By the of the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the production of Lucerne under ecological requirements, establishment and utilization • Describe the production of Kenya white clover under ecological, requirement establishment, management and utilization 	<ul style="list-style-type: none"> • Describing the production of Lucerne, Kenya white clover • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Specimens of Fodder crops • Photographs of Forage crops 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 269-272 • Longhorn secondary Agriculture form 3 pg 230-234 Teachers guide pg 106-107 • Gateway Agriculture revision paper 2 page 59-60 • Golden tips agriculture page 108 • Access secondary revision page 72
6	1	Forage Crops	<p>Fodder crops Disodium Marigold</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the production of disodium under 	<ul style="list-style-type: none"> • Describing the field production of disodium and marigold 	<ul style="list-style-type: none"> • Students book • Specimens of fodder crops • Photographs of fodder crops • School farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 295-297 • Longhorn secondary Agriculture form 3

7	1	Health Livestock Diseases (III)	Terms used in livestock diseases Protozoan diseases E.C.F (East Coast Fever)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Define terms used in livestock diseases Describe cause symptoms and control 	<ul style="list-style-type: none"> Defining terms Describing the East Coast Fever Asking and answering questions Note making 	<ul style="list-style-type: none"> School farms Photographs of animals with the disease Diagrams in the students book Cattle dip 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 308-312 Longhorn secondary Agriculture form 3 pg 114-116 Teachers guide pg 106-107 Gateway Agriculture revision paper 2 page 66-67
	2		Anaplasmosis	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the cause, symptoms and control of anaplasmosis 	<ul style="list-style-type: none"> Describing anaplasmosis 	<ul style="list-style-type: none"> School farm Photograph of animal with the disease Diagrams in the students book Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 312 Longhorn secondary Agriculture form 3 pg 256-257 Teachers guide pg 114-116 Gateway Agriculture revision paper 2 page 66-67 Golden tips agriculture page 316 Access secondary revision page 204
	3	Livestock diseases	Protozoan diseases Coccidiosis	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe cause, symptoms and control of 	<ul style="list-style-type: none"> Describing coccidiosis Note making Asking and answering questions 	<ul style="list-style-type: none"> Photographs of animals with the disease School farm Diagrams in the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 312-313 Longhorn secondary Agriculture form 3

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

				typhoid		<ul style="list-style-type: none"> School farm 	<p>pg 259-260 Teachers guide pg 116-117</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 67-71 	
	2		Foot rot	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe cause, symptoms and control of foot rot 	<ul style="list-style-type: none"> Describing foot rot Disease Note making Asking and answering questions 	<ul style="list-style-type: none"> School farm Students book Photographs of animal affected Diagrams in the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 318-319 Longhorn secondary Agriculture form 3 pg 260-261 Teachers guide pg 116-117 Gateway Agriculture revision paper 2 page 67-71 Access secondary revision page 205-206 	
	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"> Describe the causes, symptoms and control of contagious abortion 	<ul style="list-style-type: none"> Describing contagious abortion Note making 	<ul style="list-style-type: none"> Photographs of affected students book Farm (Livestock) School farm Diagrams in the students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 319-320 Longhorn secondary Agriculture form 3 pg 261-262 Teachers guide pg 116-117 Gateway Agriculture revision paper 2 page 67-71 	

							<ul style="list-style-type: none"> • Access secondary revision page 206 	
	4		scours	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the causes, symptoms and the control of scours 	<ul style="list-style-type: none"> • Describing scours • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs of animals with the disease • Students book • Farm (Livestock) • Diagrams in the students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 320-321 • Longhorn secondary Agriculture form 3 pg 261-262 Teachers guide pg 116-117 • Gateway Agriculture revision paper 2 page 314 • Access secondary revision page 206-207 	
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"> • Describe the cause, symptoms and control of mastitis • Describe the cause, symptoms and control of black quarter 	<ul style="list-style-type: none"> • Describing the mastitis • Describing the black quarter • Note making • drawings 	<ul style="list-style-type: none"> • school farm • diagrams in the students book • Photographs of affected animals • Students book 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 321-322,315-317 • Longhorn secondary Agriculture form 3 pg 263-264 Teachers guide pg 116-117 • Golden tips agriculture page 314 • Access secondary revision page 207 	
	2		Anthrax Pneumonia	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Describing the Anthrax • Describing the 	<ul style="list-style-type: none"> • Photographs of animal with the disease 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 	

				<ul style="list-style-type: none"> Describe cause, symptoms and control of anthrax Describe cause, symptoms and control of pneumonia 	<ul style="list-style-type: none"> pneumonia Asking and answering questions 	<ul style="list-style-type: none"> School farm Livestock farm Diagrams on the students books 	<ul style="list-style-type: none"> pg 312 Longhorn secondary Agriculture form 3 pg 256-257 Teachers guide pg 116-117 Gateway Agriculture revision paper 2 page 67-71 Golden tips agriculture page 314 Access secondary revision page 208-209 	
	3-4	Livestock Diseases	Viral Diseases Foot & Mouth Rinderpest	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe cause, symptom and control of foot and mouth Describe cause, symptom and control of Rinderpest 	<ul style="list-style-type: none"> Describing foot and mouth and Rinderpest Asking and answering questions Note making 	<ul style="list-style-type: none"> Photographs of the animal with the disease Students book Chalk board School farm Livestock farm Diagrams in the students book Charts 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 325-326 Longhorn secondary Agriculture form 3 pg 267-269 Teachers guide pg 116-117 Gateway Agriculture revision paper 2 page 71-74 Access secondary revision page 209-210 	
10	1		New castle	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe cause, symptoms and 	<ul style="list-style-type: none"> Describing new castle Asking and answering questions 	<ul style="list-style-type: none"> Photographs of animal with the disease School farm Livestock farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 326-327 Longhorn secondary 	

				control a new castle		<ul style="list-style-type: none"> Diagrams in the students book 	<p>Agriculture form 3 pg 269-270 Teachers guide pg 117-118</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 71-74 Golden tips agriculture page 316 Access secondary revision page 210 	
	2		Fowl Pox	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe cause, symptoms and control of fowl pox 	<ul style="list-style-type: none"> Describing fowl pox disease Asking and answering questions 	<ul style="list-style-type: none"> Livestock farm School farms Students book Photographs of the affected animal 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 327-329 Longhorn secondary Agriculture form 3 pg 269-270 Teachers guide pg 117-118 Golden tips agriculture page 315 Access secondary revision page 211 	
	3		Gumboro	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe cause, symptoms and control of Gumboro 	<ul style="list-style-type: none"> Describing Gumboro Asking and answering questions Note making 	<ul style="list-style-type: none"> Photograph of affected animal Livestock farm School farm Students book 	<ul style="list-style-type: none"> KLB secondary Agriculture form 3 pg 329 Longhorn secondary Agriculture form 3 pg 271-272 Teachers guide pg 117-118 Golden tips 	

							agriculture page 315 <ul style="list-style-type: none"> • Access secondary revision page 211 	
	4	Livestock Diseases	African Swine Fever	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe cause, symptom and control of African Swine Fever 	<ul style="list-style-type: none"> • Describing African Swine Fever • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Photograph of animals with the disease • Diagrams in the students book • School farm • Livestock farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 330-332 • Longhorn secondary Agriculture form 3 pg 272-273 Teachers guide pg 118-119 • Gateway Agriculture revision paper 2 page 66-67 • Golden tips agriculture page 317 • Access secondary revision page 212 	
11	1		Nutritional disorders Milk fever	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe causes, symptoms and control, treatment of milk fever 	<ul style="list-style-type: none"> • Describing milk fever • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs of animals with the disease • Diagrams in the students book • School farm • Livestock farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 3 pg 330-332 • Longhorn secondary Agriculture form 3 pg 272-273 Teachers guide pg 118-119 • Gateway Agriculture revision paper 2 page 66-67 • Golden tips agriculture page 317 	

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

REVISION

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AGRICULTURE FORM 4 SCHEMES OF WORK – TERM 1

1	1	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"> • Identify the various parts of an egg • Explain the functions of each part of an egg 	<ul style="list-style-type: none"> • Identifying the parts of an egg • Explaining the functions of each part of an egg • Note making • Illustrations • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Labeled diagram of internal structure of an egg • Boiled egg 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 1-3 • Longhorn secondary Agriculture form 4 pg 1-2 Teachers guide pg 114-116 • Gateway Agriculture revision paper 2 page 39 • Golden tips agriculture page 303-304
	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"> • Describe natural incubation • State the advantages and disadvantages of natural incubation 	<ul style="list-style-type: none"> • Describing natural incubation • Stating the advantages and disadvantages of natural incubation • Illustration • Note making • Asking and answering 	<ul style="list-style-type: none"> • Text books • A diagram illustrating natural incubation • An egg • Realic of nesting box 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 1-3 • Longhorn secondary Agriculture form 4 pg 1-2 Teachers guide pg 114-116 • Gateway Agriculture

					questions		revision paper 2 page 39 <ul style="list-style-type: none"> Golden tips agriculture page 303-304 	
	3-4	Livestock production (V) Poultry	Artificial incubation	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Outline the conditions necessary for artificial incubation Describe the management of an incubator State the advantages and disadvantages of artificial incubation 	<ul style="list-style-type: none"> Outline the conditions necessary for artificial incubation Description Stating the advantages and disadvantages of artificial incubation Illustration Note making Asking and answering questions 	<ul style="list-style-type: none"> Text books Diagrams illustrating the structure of an artificial incubator Realic of an artificial incubator An egg 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 7-9 Longhorn secondary Agriculture form 4 pg 5-6 Teachers guide pg 114-116 Gateway Agriculture revision paper 2 page 411 Golden tips agriculture page 305 	
2	1	Livestock Production (V) poultry	Natural Brooding	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Define the term brooding Describe natural brooding 	<ul style="list-style-type: none"> Defining and describing natural brooding Note making Asking and answering questions illustration 	<ul style="list-style-type: none"> text books diagram of broody hen Realia of a broody hen samples of chicken variety 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 9 Longhorn secondary Agriculture form 4 pg 7 Teachers guide pg 114-116 Gateway Agriculture revision paper 2 page 41-42 Golden tips agriculture page 	

							305-306	
	2	Livestock Production (V) Poultry	Artificial Brooding	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Explain artificial brooding • Identify the requirements in an artificial brooder 	<ul style="list-style-type: none"> • Explanation of artificial brooding • Identification of the artificial brooding requirements • Note making • Illustration • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Diagrams of a brooder • Realia of a brooder in a chicken 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 10-13 • Longhorn secondary Agriculture form 4 pg 8-10 • Gateway Agriculture revision paper 2 page 42 • Golden tips agriculture page 306 	
	3 and 4	Livestock Production (V) Poultry	Rearing systems Free range Fold system	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe free range on fold system • Outline the requirements of free range systems • State the disadvantages and advantages of free range and fold system 	<ul style="list-style-type: none"> • Describing free range and fold system • Outline the requirements of free range • Stating the advantages and disadvantages of free range and fold • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Poultry Farm • Sample of chicken feed • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 14-15 • Longhorn secondary Agriculture form 4 pg 11-13 • Gateway Agriculture revision paper 2 page 43 • Golden tips agriculture page 306 	
3	1	Livestock Production (V) poultry	Rearing systems Free range fold system	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe free range on fold system • Outline the requirements of free range systems 	<ul style="list-style-type: none"> • Describing free range and fold system • Outline the requirements of free range • Stating the advantage and 	<ul style="list-style-type: none"> • Text books • Poultry farm • Sample of chicken feed • photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 16-18 • Longhorn secondary Agriculture form 4 pg 12-13 • Gateway Agriculture 	

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

		poultry		<p>to</p> <ul style="list-style-type: none"> Identify the kinds of vices in chicken Identify the causes of such vices in chicken State the control measures of vices in chicken 	<ul style="list-style-type: none"> Identifying the causes of vices in chicken State the control measures of vices in chicken 	<ul style="list-style-type: none"> Photos illustrating example of such vices 	<p>pg 23-24</p> <ul style="list-style-type: none"> Longhorn secondary Agriculture form 4 pg 20-21 Gateway Agriculture revision paper 2 page 45 Golden tips K.C.S.E agriculture page 307 	
4	1	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"> Describe the marketing of eggs 	<ul style="list-style-type: none"> Describing the marketing of eggs Note making Illustration Asking and answering question 	<ul style="list-style-type: none"> Text books Eggs Poultry farm store 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 24-25 Longhorn secondary Agriculture form 4 pg 22-23 Gateway Agriculture revision paper 2 page 46 Golden tips K.C.S.E agriculture page 307 	
	2	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"> Describe the marketing of chicken meat 	<ul style="list-style-type: none"> Describing the marketing of chicken meat Note making Illustration Asking and answering questions 	<ul style="list-style-type: none"> Text books Poultry farm photos 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 23-24 Longhorn secondary Agriculture form 4 pg 20-21 Gateway Agriculture revision paper 2 page 46 Golden tips K.C.S.E agriculture page 307 	

	3 and 4	Livestock production VI (Cattle)	Raising of the young stock	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the feeding of a new born calf Describe the preparation of artificial colostrums State the importance of colostrums 	<ul style="list-style-type: none"> Describing the feeding of a new calf Describe the preparation of artificial colostrums State the importance of colostrums Illustrations Note making Asking and answering of questions 	<ul style="list-style-type: none"> Text books Dairy farm Calf Sample of artificial colostrums 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 23-24 Longhorn secondary Agriculture form 4 pg 20-21 Gateway Agriculture revision paper 2 page 45 Golden tips K.C.S.E agriculture page 307
5	1	Livestock Production VI (Cattle)	Methods of calf rearing	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the natural and artificial methods of feeding a calf State the advantages and disadvantages of both natural and artificial rearing 	<ul style="list-style-type: none"> Describing the methods of rearing Stating the advantages and disadvantages of the methods of rearing Illustrations Note making Asking and answering of questions 	<ul style="list-style-type: none"> Text books Dairy farm Calf Sample of artificial colostrum 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 29-30 Longhorn secondary Agriculture form 4 pg 26-28 Gateway Agriculture revision paper 2 page 48 Golden tips K.C.S.E agriculture page 308
	2	Livestock Production (Cattle)	Weaning of calves	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> discuss late weaning and early weaning programmes 	<ul style="list-style-type: none"> Discussing both weaning and late weaning Illustrating Note making Asking and answering questions 	<ul style="list-style-type: none"> Text books Dairy farm Calf Sample of colostrums 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 30-32 Longhorn secondary Agriculture form 4 pg 30-32 Gateway Agriculture revision paper 2

	2	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"> • explain the factors that affect milk composition • Illustrate milk secretion and milk let down 	<ul style="list-style-type: none"> • Explaining factors that affect milk composition • Illustrate milk secretion and milk let down 	<ul style="list-style-type: none"> • Text books • Milk sample • Diagram illustrating the udder • Milking equipment 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 36-40 • Longhorn secondary Agriculture form 4 pg 32-38 • Golden tips K.C.S.E agriculture page 309-310 • Topmark series Revision Agriculture page 124-126 	
	3 and 4	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"> • Describe clean milk production • Describe the milking procedure • Explain dry low therapy 	<ul style="list-style-type: none"> • Describing clean milk production • Describing the milking procedure • Explaining dry low therapy • Illustration • Note making • Asking and answering question 	<ul style="list-style-type: none"> • Text books • Milking equipment • Dairy farm • cow 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 40-46 • Longhorn secondary Agriculture form 4 pg 32-38 • Top mark series Agriculture Revision Pg 120 	
7	1	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"> • Discuss the marketing of milk • Discuss the marketing of Beef 	<ul style="list-style-type: none"> • Discussing the marketing of milk and beef • Illustration • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Students text book • Milk products • Photographs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 47-48 • Longhorn secondary Agriculture form 4 pg 38-41 • Golden tips K.C.S.E agriculture page 310 	
	2	Farm power	Sources of power in	By the end of the lesson,	<ul style="list-style-type: none"> • Describing human 	<ul style="list-style-type: none"> • Text books 	<ul style="list-style-type: none"> • KLB secondary 	

		and machinery	the farm <ul style="list-style-type: none"> • Human power • Animal power 	the learner should be able to <ul style="list-style-type: none"> • Describe animal power • Describe human power • Stating the advantages and disadvantages of animal power 	and animal power <ul style="list-style-type: none"> • Illustration • Note making • Asking and answering questions • Stating the advantages and disadvantages of animal power 	<ul style="list-style-type: none"> • Photo of farm workers • An agricultural farm 	Agriculture form 4 pg 50-51 <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 4 pg 42-45 • Gateway Agriculture revision paper 2 page 48 • Top Mark Series Agriculture Revision pg 139 	
	3 and 4	Farm power and machinery	Sources of power in the farm <ul style="list-style-type: none"> • Wind power • Water power 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe wind power • Describe water power 	<ul style="list-style-type: none"> • Describing wind and water power • Illustration • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Diagrams of wind mill 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 50-51 • Longhorn secondary Agriculture form 4 pg 42-45 • Gateway Agriculture revision paper 2 page 77 • Top Mark Series Agriculture Revision pg 139 • Golden tips K.C.S.E agriculture page 308 	
8	1	Farm power and machinery	Sources of power in the farm <ul style="list-style-type: none"> • biogas 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • describe biogas wood and charcoal fuel • state the advantages of 	<ul style="list-style-type: none"> • describing biogas wood and fuel • stating the advantages of biogas, charcoal and wood fuel 	<ul style="list-style-type: none"> • text books • wood and charcoal • biogas plant • photos • diagram of biogas digester 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 52-54 • Longhorn secondary Agriculture form 4 pg 46-48 	

				biogas charcoal and wood fuel			<ul style="list-style-type: none"> Golden tips K.C.S.E agriculture page 234-235 	
	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"> Describe fossils fuels Describe fossil fuels Describe hydro-power Describe geothermal power 	<ul style="list-style-type: none"> Describing fossils fuels and hydro-electric power Illustrations Note making Asking and answering questions 	<ul style="list-style-type: none"> Text books Photos of a geothermal station 	<ul style="list-style-type: none"> Longhorn secondary Agriculture form 4 pg 46-48 Gateway Agriculture revision paper 2 page 71 Top Mark Series Agriculture Revision pg 139 	
	3 and 4	Farm power and machinery	Sources of power in the <ul style="list-style-type: none"> Nuclear power Storage battery Electrical power 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe nuclear power Describe storage battery Describe solar power/radiation Describe electrical power 	<ul style="list-style-type: none"> Describing nuclear storage battery and solar power Illustration Note making Asking and answering questions 	<ul style="list-style-type: none"> Text books Storage battery Photos of solar panels 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 54-55 Longhorn secondary Agriculture form 4 pg 51-52 Top Mark Series Agriculture Revision pg 401 	
9	1	Farm power and machinery	Tractor engine	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe a four stroke cycle engine Differentiate between a petrol engine and a 	<ul style="list-style-type: none"> Describing a four structure engine Differentiating between dsel and petrol engine Illustration Note making Asking and answering 	<ul style="list-style-type: none"> Text books Models of engines A tractor photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 56-61 Longhorn secondary Agriculture form 4 pg 53-56 Top Mark Series Agriculture Revision 	

				diesel engine	questions		pg 140-141 • Golden tips K.C.S.E agriculture page 308
	2	Farm power and machine	Tractor engine	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe a two stroke cycle engine 	<ul style="list-style-type: none"> Describing a two stroke engine Illustration Note making Asking and answering questions 	<ul style="list-style-type: none"> Text books Models of engines A tractor photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 61-63 Longhorn secondary Agriculture form 4 pg 57-58 Top Mark Series Agriculture Revision pg 141
	3 and 4	Farm power and machinery	Systems of a tractor Fuel system Electrical system	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the fuel system Describe the electrical system Describe the maintenance of the fuel and electrical systems 	<ul style="list-style-type: none"> Describing the fuel and electrical systems Illustrations Note making Asking and answering questions Describing the maintenance of the fuel and electrical systems 	<ul style="list-style-type: none"> Text books Models of engines A tractor photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 63-69 Longhorn secondary Agriculture form 4 pg 60-62 Top Mark Series Agriculture Revision pg 141-142
10	1	Farm power and machinery	Systems of a tractor Cooling systems Lubricating system	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the cooling and its maintenance Describe the lubricating system and its 	<ul style="list-style-type: none"> Describing the cooling and lubricating systems and their maintenance Illustration Note making Asking and answering 	<ul style="list-style-type: none"> Text books Models of engines photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 69-72 Longhorn secondary Agriculture form 4 pg 63-64 Top Mark Series Agriculture Revision

				maintenance	questions		pg 143-144	
	2	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"> Describe the power transmission system 	<ul style="list-style-type: none"> Describing the power transmission system Note making Illustration Asking and answering questions 	<ul style="list-style-type: none"> Text books Models of engine photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 72-76 Longhorn secondary Agriculture form 4 pg 64-65 Top Mark Series Agriculture Revision pg 144 	
	3 and 4	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"> Discuss the various practices on tractor maintenance, both short term services and long term services 	<ul style="list-style-type: none"> Discussion the tractor maintenance Practices Illustrations Asking and answering questions Note making 	<ul style="list-style-type: none"> Text books Models of engines A tractor photographs 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 76-77 Longhorn secondary Agriculture form 4 pg 65-66 Top Mark Series Agriculture Revision pg 144-145 	

PRE MOCK EXAMINATIONS

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	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> Outline the methods of 	<ul style="list-style-type: none"> Text books Photos 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 	

			implements Disc plough trailer	to <ul style="list-style-type: none"> Outline the various methods of attachment Describe a trailer and its maintenance 	attachment <ul style="list-style-type: none"> Describing the trailer and its maintenance Illustration Note making Asking and answering of questions 	illustrating the various implements <ul style="list-style-type: none"> Agricultural farm 	pg 77-79 <ul style="list-style-type: none"> Longhorn secondary Agriculture form 4 pg 66-70 Gateway Agriculture revision paper 2 page 81 Top Mark Series Agriculture Revision pg 145 	
	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"> Identify the various parts of a disc plough and mould board plough State the maintenance practices of a disc plough and mould board plough State the differences between a disc plough and a mould board plough 	<ul style="list-style-type: none"> Identification of the parts of a disc and mould board plough Stating the maintenance practices of disc and mould board plough Stating the differences between a disc and mould board plough Illustration Note making Asking and answering questions 	<ul style="list-style-type: none"> Text books Photos illustrating a disc and mould board plough An agricultural farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 79-82 Longhorn secondary Agriculture form 4 pg 73-77 Gateway Agriculture revision paper 2 page 81-82 Top Mark Series Agriculture Revision pg 145-148 	
	3 and 4	Farm power and machinery	Tractor drawn implements Harrows Disc harrows Spring time harrows Spike tooth harrow	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Describe the various types of harrows and sub- 	<ul style="list-style-type: none"> Description of the various types of harrows and sub-soilers Stating the maintenance of 	<ul style="list-style-type: none"> Text books Photos illustrating the harrows and sub-soiler An agricultural 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 82-84 Longhorn secondary Agriculture form 4 	

			Sub soilers	<ul style="list-style-type: none"> soilers State the maintenance practices of the various types of harrows and sub-soilers 	<ul style="list-style-type: none"> practices of the harrows and sub-soilers Illustration Asking and answering questions Note making 	farm	<ul style="list-style-type: none"> pg 73-77 Gateway Agriculture revision paper 2 page 82 Top Mark Series Agriculture Revision pg 147-148 	
2	1	Farm power and machinery	Tractor drawn Implements Ridges rotary tillers	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe the ridges and rotary tillers State the maintenance practices of the ridges and rotary tillers 	<ul style="list-style-type: none"> Description of the ridgers and rotary tillers Stating the maintenance practices of the ridges and rotary tiller Illustrations Not making Asking and answering questions 	<ul style="list-style-type: none"> Text books Photos illustrating the ridges and rotary tillers An agricultural farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 85 Longhorn secondary Agriculture form 4 pg 77-79 Gateway Agriculture revision paper 2 page 82 Top Mark Series Agriculture Revision pg 148-149 	
	2	Farm power and machinery	<ul style="list-style-type: none"> Tractor drawn Implements Mowers Planters and seeders 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe the various types of mowers and the planters and seeders State the maintenance practices of the various types of mowers and the planters and 	<ul style="list-style-type: none"> Description of the various types of mowers and planters and seeders Stating the maintenance of practices of mowers and planters and seeders Illustration Note making Asking and 	<ul style="list-style-type: none"> Text books Photos Illustrating the mowers and planters and seeders An agricultural farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 85-88 Longhorn secondary Agriculture form 4 pg 79-81 Gateway Agriculture revision paper 2 page 83 Top Mark Series Agriculture Revision pg 149-151 	

				seeder	answering questions			
	3 and 4	Farm power and machinery	<ul style="list-style-type: none"> • Tractor drawn implements • Cultivators and seeders • Sprayers • Harvesting machines 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the cultivators/seeder s, sprayers and various types of harvesting machine • State the maintenance practices of the cultivators/seeder s, sprayers and harvesting machines 	<ul style="list-style-type: none"> • Describing the cultivators/seeder s, sprayers and harvesting machines • Stating the maintenance practices of the cultivators seeders, sprayers and harvesting machines • Illustrations • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Photos illustrating the cultivators/ seeder • Sprayers • Harvesting machines • An agricultural farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 88-90 • Longhorn secondary Agriculture form 4 pg 81-82 • Gateway Agriculture revision paper 2 page 84 • Top Mark Series Agriculture Revision pg 149-151 	
3	1	Farm power and machinery	<ul style="list-style-type: none"> • Animal drawn implements • Ox-drawn plough • Ox-line harrow • Ox-carts • Ox-ridger 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe the ox-drawn plough, ox-time harrow, ox-carts and ox-ridger • State the maintenance practices of animal drawn implements • Identify the parts of an ox-drawn plough 	<ul style="list-style-type: none"> • Describing the animal drawn implements • Stating the maintenance of the animal drawn implements • Identifying the parts of an ox-drawn plough • Illustration • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Photos illustrating the animal drawn implements • An agricultural farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 91-95 • Longhorn secondary Agriculture form 4 pg 82-85 • Gateway Agriculture revision paper 2 page 84-85 • Top Mark Series Agriculture Revision pg 152-154 	
	2	Agricultural economics (III)	<ul style="list-style-type: none"> • -nation income 	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> • Explaining how household firms 	<ul style="list-style-type: none"> • Text books • Chart containing 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 	

		production economics	<ul style="list-style-type: none"> • GDP • GNP • Per capital income 	to <ul style="list-style-type: none"> • Explain how household firms and central authority contributes to the national income • Explain the terms GDP, GNP and per capital income 	and central authorities contribute to national income <ul style="list-style-type: none"> • Explaining - GDP, GNP, Per capital income • Illustrations • Note making • Questioning and answering 	formulae <ul style="list-style-type: none"> • Newspapers • Statistical abstractor 	pg 96-98 <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 4 pg 87-90 • Gateway Agriculture revision paper 2 page 101-102 • Top Mark Series Agriculture Revision pg 161 	
	3 and 4	Agricultural Economics (III) productions economics	Factors of production <ul style="list-style-type: none"> • Land • labour 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • discuss land and labour and factors of production • to explain how land and labour affect production 	<ul style="list-style-type: none"> • Discussing land and labour as factors of production • Explanation of how land and labour affect production • Illustrations • Note making • Questioning and answering 	<ul style="list-style-type: none"> • Text books • Newspapers • Statistical abstracts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 99-102 • Longhorn secondary Agriculture form 4 pg 92-94 • Gateway Agriculture revision paper 2 page 102 • Top Mark Series Agriculture Revision pg 161-162 	
4	1	Agricultural Economics (III) production economics	Factors of production <ul style="list-style-type: none"> • Capital • The management 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Discuss capital and management as factors of production • Explain how 	<ul style="list-style-type: none"> • Discussion of capital and management factors of production • Explanation of how capital and management 	<ul style="list-style-type: none"> • Text books • News papers • Statistical abstracts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 102-104 • Longhorn secondary Agriculture form 4 pg 94-96 • Gateway Agriculture 	

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"> • State the law of substitution • Explain how law of substitution affects Agricultural productions 	<ul style="list-style-type: none"> • Stating the law of substitution • Explanation of how the law affects agricultural production • Illustration • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Charts • Statistical abstracts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 115-117 • Longhorn secondary Agriculture form 4 pg 102-103 • Gateway Agriculture revision paper 2 page 103 • Top Mark Series Agriculture Revision pg 163 	
	2	Agricultural economics (III) production economics	Economic law and principles <ul style="list-style-type: none"> • Law of equimarginal returns 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State the law of equimarginal returns • Explain how the law of equimarginal returns affects production 	<ul style="list-style-type: none"> • Stating the law of equimarginal returns • Explaining how the law affects production • Illustration • Questioning and answering 	<ul style="list-style-type: none"> • Text books • Charts • Statistical abstracts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 117 • Longhorn secondary Agriculture form 4 pg 104-105 • Gateway Agriculture revision paper 2 page 104 • Top Mark Series Agriculture Revision pg 164 	
	3 and 4	Agricultural Economics (III) production economics	Principle of profit maximization	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State the principle of profit maximization • Describe various types of costs • Explain the 	<ul style="list-style-type: none"> • Stating the principle of profit maximization • Describe the various types of costs • Explanation of the concept of revenue • Illustration 	<ul style="list-style-type: none"> • Text books • Tables on revenues • Charts on revenue • Statistical abstracts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 117-121 • Longhorn secondary Agriculture form 4 pg 105 • Gateway Agriculture revision paper 2 	

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

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

				<ul style="list-style-type: none"> Tractor hire services 			pg 166-167	
	3 and 4	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"> Identify the types of risks on uncertainties of a farmer may face Outline the ways in which a farmer may adjust to uncertainty 	<ul style="list-style-type: none"> Identification of the types of risk and uncertainties Outlining the ways in which a farmer may adjust to the uncertainties Illustration Note making Questioning and answering 	<ul style="list-style-type: none"> charts Text books Financial documents An agricultural farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 134-136 Longhorn secondary Agriculture form 4 pg 116-119 Gateway Agriculture revision paper 2 page 106 Top Mark Series Agriculture Revision pg 166-167 	
8	1	Agricultural economics (IV) farm accounts	<ul style="list-style-type: none"> Importance of keeping farm accounts Type of farm accounts 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State the importance of keeping farm accounts Identify the types of farm accounts 	<ul style="list-style-type: none"> Stating the importance of keeping farm records Identification of the types of farm accounts Illustration A sample of financial documents charts 	<ul style="list-style-type: none"> charts Text books Financial documents An agricultural farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 139 Longhorn secondary Agriculture form 4 pg 121 Gateway Agriculture revision paper 2 page 108 Top Mark Series Agriculture Revision pg 168 	
	2	Agricultural economics (IV) farm accounts	Financial statements Invoice Statement of accounts	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe an invoice and a statement of 	<ul style="list-style-type: none"> Distinguishing an invoice and a statement of account Describing an invoice and a 	<ul style="list-style-type: none"> Text books An invoice An agricultural firm A chart 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 140-141 Longhorn secondary Agriculture form 4 	

				<p>account</p> <ul style="list-style-type: none"> Distinguish between invoice and a statement of account 	<p>statement of accounts</p> <ul style="list-style-type: none"> Note making Questioning and answering 		<p>pg 122-124</p> <ul style="list-style-type: none"> Gateway Agriculture revision paper 2 page 108 Top Mark Series Agriculture Revision pg 168 	
	3 and 4	Agricultural economics (IV) farm accounts	<ul style="list-style-type: none"> Receipts Delivery note Purchase order 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe a receipt, delivery note and purchase order Distinguish between, receipts, delivery note and a purchase order 	<ul style="list-style-type: none"> Description of a receipt delivery note and a purchase order Distinguish the three documents Illustrations Note making Questioning and answering 	<ul style="list-style-type: none"> Text books A receipt A railway note A purchase order An agricultural farm 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 141-145 Longhorn secondary Agriculture form 4 pg 124-125 Gateway Agriculture revision paper 2 page 108 Top Mark Series Agriculture Revision pg 168-169 	
9	1	Agricultural Economics (iv) Farm accounts	<p>Books of accounts</p> <ul style="list-style-type: none"> Cash book inventory 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> identify the cash book and the inventory state the uses of cash book and the inventory 	<ul style="list-style-type: none"> identification of the cash book and the inventory stating the uses of the cash book and the inventory note making illustration questioning and answering 	<ul style="list-style-type: none"> Text books A cash account An inventory Charts 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 146-150 Longhorn secondary Agriculture form 4 pg 125-127 Gateway Agriculture revision paper 2 page 109 Top Mark Series Agriculture Revision pg 169 	

	2	Agricultural Economics (IV) farm accounts	Books of Accounts <ul style="list-style-type: none"> Journal ledger 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> describe the journal and ledger state the uses of a journal and ledger 	<ul style="list-style-type: none"> description of the ledger and journal stating the uses of the ledger and journal illustration questioning and answering 	<ul style="list-style-type: none"> Text books A ledger account page A journal Charts 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 150-153 Longhorn secondary Agriculture form 4 pg 127-129 Gateway Agriculture revision paper 2 page 109 Top Mark Series Agriculture Revision pg 169
	3	Agricultural Economics (IV) farm accounts	Financial statements <ul style="list-style-type: none"> Balance sheet 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Analyse and prepare a balance sheet 	<ul style="list-style-type: none"> Analyzing and preparing a balance sheet Illustration Questioning and answering Note taking Explanation 	<ul style="list-style-type: none"> Text books Charts Format of balance sheet A balance sheet 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 154-157 Longhorn secondary Agriculture form 4 pg 124-125 Gateway Agriculture revision paper 2 page 109-111 Top Mark Series Agriculture Revision pg 169
10	1	Agricultural economics (IV) farm accounts	<ul style="list-style-type: none"> Financial statements Profit and loss account 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Analyse and prepare a profit and loss account 	<ul style="list-style-type: none"> Analyzing and preparing profit and loss account Note making Explanation Illustration Questioning and 	<ul style="list-style-type: none"> Text books Charts A format of profit and loss account A profit and loss account 	<ul style="list-style-type: none"> KLB secondary Agriculture form 4 pg 157-159 Longhorn secondary Agriculture form 4 pg 132-133 Gateway Agriculture

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

MOCK EXAMINATIONS

AGRICULTURE FORM 4 SCHEMES OF WORK – TERM 3

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

		Economics (V) Agricultural marketing and organization		the learner should be able to <ul style="list-style-type: none"> • Define supply • State the law of supply • Explain the factors influencing supply of a commodity 	supply <ul style="list-style-type: none"> • Explanation • Stating the law of supply • Illustration • Note making • Questioning and answering 	<ul style="list-style-type: none"> • A local market • Charts • Tables • Graphs 	Agriculture form 4 pg 174-177 <ul style="list-style-type: none"> • Longhorn secondary Agriculture form 4 pg 144-145 • Gateway Agriculture revision paper 2 page 115 • Top Mark Series Agriculture Revision pg 174-175 	
	2	Agricultural Economics (V) Agricultural marketing and organization	Elasticity of Supply (ES)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe elasticity of supply 	<ul style="list-style-type: none"> • Description of elasticity of supply • Explanation • Illustration • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • A local market • Tables • Graph charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 177-178 • Longhorn secondary Agriculture form 4 pg 145-149 • Gateway Agriculture revision paper 2 page 115 • Top Mark Series Agriculture Revision pg 17 	
	3 and 4	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"> • Define the term price • Discuss the determination of market prices 	<ul style="list-style-type: none"> • Definition of the term price • Discussion of the market price determination • Illustrations • Note taking • Questioning and answering 	<ul style="list-style-type: none"> • Text books • A local market • Tables • graphs 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 178-179 • Longhorn secondary Agriculture form 4 pg 149-150 • Gateway Agriculture revision paper 2 	

							<ul style="list-style-type: none"> page 115 • Top Mark Series Agriculture Revision pg 175 	
3	1	Agricultural Economics (V) Agricultural marketing and organization	Price control	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe price control • Illustrate the price control graphically 	<ul style="list-style-type: none"> • Description of price control • Illustration of price control graphically • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • A local market • Tales • Graphs • charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 178-179 • Longhorn secondary Agriculture form 4 pg 149-150 • Gateway Agriculture revision paper 2 page 115 • Top Mark Series Agriculture Revision pg 175 	
	2	Agricultural Economics (V) Agricultural marketing and organization	<ul style="list-style-type: none"> • Marketing • Marketing functions 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Define the term marketing • Identify the meaning of the term marketing functions • Discuss the various marketing functions 	<ul style="list-style-type: none"> • Discussion • Defining marketing • Explanations • Illustration • Note making • Questioning and answering 	<ul style="list-style-type: none"> • Text books • Charts • A local market 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 186-189 • Longhorn secondary Agriculture form 4 pg 153-156 • Gateway Agriculture revision paper 2 page 116 • Top Mark Series Agriculture Revision pg 176 	
4	1	Agricultural Economics (V) Agricultural	Agricultural organizations	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> • Description • Listing the 	<ul style="list-style-type: none"> • Text books • Charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 	

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

				agricultural unions	questions		pg 159-162 <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 117 • Top Mark Series Agriculture Revision pg 177 	
5	1	Agroforestry	<ul style="list-style-type: none"> • Forms of Agroforestry • Importance of agroforestry 	By the end of the lesson,, the learner should be able to <ul style="list-style-type: none"> • Define agroforestry • Describe the various forms of agroforestry • State the importance of agroforestry 	<ul style="list-style-type: none"> • Definition of agroforestry • Description • Stating the importance of agroforestry • Illustration • Note taking • Questioning and answering 	<ul style="list-style-type: none"> • Text books • Specimen of fees and shrubs • Charts • Photos • Agroforestry farm 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 200-203 • Longhorn secondary Agriculture form 4 pg 166-168 • Gateway Agriculture revision paper 2 page 139 • Top Mark Series Agriculture Revision pg 22 	
	2	Agroforestry	Tree nursery	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • List various types of tree nurseries • Describe the various types of tree nurseries 	<ul style="list-style-type: none"> • Listing the types of nurseries • Description • Note making • Illustration • Asking and answering questions 	<ul style="list-style-type: none"> • Text books • Nursery books • Nursery beds • Agroforestry farm • Charts • photos 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 203 • Longhorn secondary Agriculture form 4 pg 168-170 • Gateway Agriculture revision paper 2 page 100-101 • Top Mark Series Agriculture Revision 	

							pg 23	
	3 and 4	Agroforestry	Nursery establishment and management	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Discuss the establishment of tree nurseries • Describe the management of tree nurseries 	<ul style="list-style-type: none"> • Discussion • Description • Illustration • Note taking • Asking and answering questions • explanation 	<ul style="list-style-type: none"> • text books • garden tools • tree seedlings • charts • watering cans • nursery beds 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 203 • Longhorn secondary Agriculture form 4 pg 168-170 • Gateway Agriculture revision paper 2 page 100-101 • Top Mark Series Agriculture Revision pg 23 	
6	1	Agroforestry	Care and management of trees Agroforestry practices	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Discuss the various care and management of trees • Discuss the various agroforestry practices 	<ul style="list-style-type: none"> • Discussion • Explanation • Illustration • Asking and answering questions • Note making 	<ul style="list-style-type: none"> • Text books • Nursery beds • Watering cans • Garden tools • Tree seedlings • charts 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 208-212 • Longhorn secondary Agriculture form 4 pg 174-175 • Gateway Agriculture revision paper 2 page 143 • Top Mark Series Agriculture Revision pg 25-26 	
	2	Agroforestry	<ul style="list-style-type: none"> • Sites for agroforestry trees • Tree harvesting methods 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Describe the sites for agroforestry 	<ul style="list-style-type: none"> • Description • Discussion • Note making • Illustration 	<ul style="list-style-type: none"> • Text books • Nursery beds • Watery cans • Garden tools 	<ul style="list-style-type: none"> • KLB secondary Agriculture form 4 pg 212-217 • Longhorn secondary 	

				<p>trees</p> <ul style="list-style-type: none"> • Discuss the various tree harvesting methods 	<ul style="list-style-type: none"> • Question and answers methods 	<ul style="list-style-type: none"> • Tree seedlings • Charts 	<p>Agriculture form 4 pg 176-179</p> <ul style="list-style-type: none"> • Gateway Agriculture revision paper 2 page 144 • Top Mark Series Agriculture Revision pg 26-27 	
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STUDY LEAVE/PREPARATION FOR K.C.S.E