

	SCHEMES OF WORK FORM TWO GEOGRAPHY TERM ONE YEAR						
WK NO	L/ NO	TOPIC/ SUBTOPIC	LESSON / SPECIFIC OBJECTIVES	TEACHING / LEARNING ACTIVITIES	MATERIALS & RESOURCES	REF.	REMARKS
1	1	INTERNAL LAND-FORMING PROCESSES Earth movements.	<i>By the end of the lesson, the learner should be able to:</i> Differentiate between internal and external land forming processes. Differentiate between crustal compressional and tensional forces. Explain effects of horizontal earth movements.	Probing questions. Brief discussion on compression, tension, upwarping, downwarping, and shearing of crustal rocks. Drawing illustrative diagrams.		KLB GEOGRAPHY BOOK II. PAGES 1-2	
	2	Causes of earth movements.	<i>By the end of the lesson, the learner should be able to:</i> Describe causes of earth movements.	Exposition of new concepts. Discussion & drawing of illustrative diagrams.		PAGES 2-3	
	3	Results of earth movements.	<i>By the end of the lesson, the learner should be able to:</i> Identify landforms resulting from earth movements.	Discussion & drawing of illustrative diagrams.		PAGES 2-3	
2	1	Theory of Continental Drift.	<i>By the end of the lesson, the learner should be able to:</i> Explain the theory of Continental Drift.	Exposition of new concepts; Discussion of evidence to support the theory.	<i>Illustrative diagrams.</i>	PAGES 3-4	

	2	The Plates Tectonic Theory.	<i>By the end of the lesson, the learner should be able to:</i> Explain the Plates Tectonic Theory.	Exposition of the theory & discussion on evidence of the theory. Drawing diagrams showing meeting of tectonic plates.	<i>Illustrative diagrams.</i>	<i>PAGES 5-6</i>	
	3	Folding.	<i>By the end of the lesson, the learner should be able to:</i> Define folding. Explain the causes of folding. Identify parts of a fold.	Q/A: review vertical earth movements. Discussion & drawing illustrative diagrams.	<i>Illustrative diagrams.</i>	<i>PAGES 7-8</i>	
3	1,2	Types of folds.	<i>By the end of the lesson, the learner should be able to:</i> Identify types of folds. Describe various folding processes.	Exposition of types of folds and resulting landforms.	<i>Illustrative diagrams.</i>	<i>PAGES 9-11</i>	
	3	Features resulting from folding.	<i>By the end of the lesson, the learner should be able to:</i> Describe landforms resulting from folding.	Discussion & drawing labelled diagrams of landforms.	<i>Illustrative diagrams.</i> <i>Map: World distribution of fold mountains.</i>		
4	1	Significance of folding.	<i>By the end of the lesson, the learner should be able to:</i> Outline effects of folding.	Q/A & discussion on effects of folding. Assignment.		<i>PAGES 12-13</i>	
	2	Faulting.	<i>By the end of the lesson, the learner should be able to:</i> Define faulting. Identify parts associated with a fault.	Q/A: review horizontal and vertical earth movements. Discussion on parts associated with a fault.		<i>PAGES 13-14</i>	
	3	Types of faults.	<i>By the end of the lesson, the learner should be able to:</i> Identify types of faults.	Probing questions and detailed discussion.	<i>Illustrative diagrams.</i>	<i>PAGES 14-19</i>	

5	1	Features resulting from faulting.	<i>By the end of the lesson, the learner should be able to:</i> Describe landforms resulting from faulting.	Discussion & Drawing illustrative diagrams.	<i>Illustrative diagrams.</i>	<i>PAGES 14-19</i>	
	2,3	The Great Rift Valley.	<i>By the end of the lesson, the learner should be able to:</i> Trace the Great Rift Valley on a map. Describe parts of the Great Rift Valley.	Case study. <i>The Afro-Arabian rift system.</i>	<i>Map: The Afro-Arabian rift system.</i>	<i>PAGE 21</i>	
6	1	The Gregory Rift Valley.	<i>By the end of the lesson, the learner should be able to:</i> Trace the Gregory Rift Valley on a map. Describe the parts of the Gregory Rift Valley.	Case study. <i>The Gregory rift system.</i>	<i>Map / chart: Kenyan's rift system and the associated highlands.</i>	<i>PAGES 21-22</i>	
	2	Significance of faulting.	<i>By the end of the lesson, the learner should be able to:</i> Explain ways in which faulting is significant. Explain effects of faulting on the physical environment.	Probing questions. Detailed discussion. Assignment.		<i>PAGES 22-24</i>	
	3	CAT.					
7	1	Vulcanicity and Earthquakes. Definitions associated with vulcanicity and volcanicity.	<i>By the end of the lesson, the learner should be able to:</i> Differentiate between vulcanicity and volcanicity. Differentiate between intrusive and extrusive features.	Exposition of new concepts & brief discussion.		<i>PAGES 24-25</i>	

	2,3,	Intrusive features.	<i>By the end of the lesson, the learner should be able to:</i> Identify various intrusive features. Explain formation of various intrusive features. Illustrate intrusive features with labelled diagrams.	Exposition of new concepts. Probing questions. Drawing illustrative diagrams.	<i>Illustrative diagrams.</i>	<i>PAGES 32-34</i>	
8	1-2	Extrusive features.	<i>By the end of the lesson, the learner should be able to:</i> Identify various extrusive volcanic features. Illustrate extrusive volcanic features with labelled diagrams.	Give examples of extrusive features in Africa. Discussion. Assignment.	<i>Pictures in various textbooks.</i>	<i>PAGES 25-27</i>	
	3	Types of volcanoes.	<i>By the end of the lesson, the learner should be able to:</i> State the three types of volcanoes.	Q/A & discussion on types of volcanoes. Assignment: table showing types and examples of volcanoes in the World.		<i>PAGES 25-30</i>	
9	1-2	Distribution of volcanoes and volcanic features.	<i>By the end of the lesson, the learner should be able to:</i> Identify volcanic regions in Kenya and in Africa.	Drawing map of Kenya & Africa and showing the distribution of volcanoes and volcanic features.	<i>Maps: Volcanic regions in Kenya, Africa and in the World.</i>	<i>PAGES 30-35</i>	
	3	Positive influences of vulcanicity.	<i>By the end of the lesson, the learner should be able to:</i> Explain ways in which vulcanicity is beneficial to man.	Q/A and detailed discussion.		<i>PAGES 35-36</i>	
10	1	Negative influences of vulcanicity.	Highlight negative influences of vulcanicity.	Q/A, detailed discussion and assignment.		<i>PAGE 36</i>	
	2	Earthquakes. Definitions associated with earthquakes.	<i>By the end of the lesson, the learner should be able to:</i> Give definitions associated with earthquakes.	Q/A definition of earthquake, shockwaves. Exposition of new terms: Seismology, epicentre, focus, tsunamis, tremors. Drawing relevant diagrams.	<i>Illustrative diagrams.</i>	<i>PAGE 37</i>	

	3	Causes of earthquakes.	<i>By the end of the lesson, the leaner should be able to:</i> Describe human and natural causes of earthquakes.	Q/A to review tectonic movements, vulcanicity. Probing questions leading to causes of earthquakes. Q/A: human activities that may cause tremors.		<i>PAGES</i> <i>37-38</i>			
11	1,	Types of earthquakes and waves.	<i>By the end of the lesson, the leaner should be able to:</i> Describe primary and secondary seismic waves. Identify scales used to determine the intensity and magnitude of an earthquake.	Brief discussion: primary and secondary waves. Exposition of basic terms: <i>Mercalli</i> scale and <i>Richter</i> scale. Open discussion.	<i>Newspaper extracts on intensity and magnitude of earthquakes.</i>	<i>PAGES</i> <i>38-39</i>			
	2	Measurement of earthquakes.							
	3	Effects of earthquakes.	<i>By the end of the lesson, the leaner should be able to:</i> Outline effects of earthquakes & tremors.	Q/A and brief discussion.	<i>Newspaper cuttings outlining effects of earthquakes.</i>	<i>PAGES</i> <i>40-41</i>			
12-13		<i>END OF TERM ONE EXAMINATIONS</i>							
	<i>SCHEME OF WORK GEOGRAPHY FORM TWO TERM TWO YEAR</i>								
<i>WK NO</i>	<i>L/ NO</i>	<i>TOPIC/ SUBTOPIC</i>	<i>LESSON / SPECIFIC OBJECTIVES</i>	<i>TEACHING / LEARNING ACTIVITIES</i>	<i>MATERIAL S & RESOURCES</i>	<i>REF.</i>	<i>REMARKS</i>		

1	1,	MAP WORK Direction and Bearing.	<i>By the end of the lesson, the learner should be able to:</i> Distinguish between direction and bearing.	Q/A and brief discussion.		PAGES 42-43	
	2	Methods of showing direction.	Outline some traditional and modern methods of showing direction.				
	3	Compass Bearing.	<i>By the end of the lesson, the learner should be able to:</i> Define bearing of a point. Determine the compass bearings of given points on a map.	Diagram of 16 points of the compass. Oral exercise.	Pair of compasses & protractors.	PAGES 43-44	
2	1	True Bearing.	<i>By the end of the lesson, the learner should be able to:</i> Find the true bearing of a point from another point.	Brain storming; Class exercise.	Pair of compasses protractors.	PAGES 44-45	
	2	Calculation of grid bearing.	<i>By the end of the lesson, the learner should be able to:</i> Find the grid bearing of a point from another point.	Exposition. Class exercise.	Pair of compasses protractors.	PAGES 44-45	
	3	Determination of magnetic bearing.	<i>By the end of the lesson, the learner should be able to:</i> Determine magnetic bearing given the grid bearing.	Q/A: conversion of minutes and seconds to degrees. Exposition: calculating magnetic variation. Worked examples.		PAGES 44-45	
3	1	Locating places using latitudes and longitudes.	<i>By the end of the lesson, the learner should be able to:</i> Locate position of places using latitude and longitudes.	Exercise: locating position of places using latitude and longitudes.	Topographical maps.	PAGES 46-47	
	2	Locating places using four- figure grid references.	<i>By the end of the lesson, the learner should be able to:</i> Give the four-figure grid reference of points on map.	Q/A identifying easting and nor things. Guided exercise	Chart: grid reference system.	PAGES 48-49	

	3	Locating places using six-figure grid references.	<i>By the end of the lesson, the learner should be able to:</i> Give the six-figure grid reference of points on map.	Q/A: identifying eastings and northings. Guided exercise. Assignment.	<i>Chart: grid reference system.</i>	<i>P 49</i>	
4	1	Representing relief using spot heights and trigonometric stations.	<i>By the end of the lesson, the learner should be able to:</i> Define the term land relief. Identify spot heights & trigonometric stations on a map.	Q/A: review six-figure reference. Definition of land relief. Brief discussion.	<i>Atlases or topographical maps.</i>	<i>PAGES 49-51</i>	
	2	Contours and forms lines.	<i>By the end of the lesson, the learner should be able to:</i> Define contours and forms lines. Identify Contours and forms lines	Exposition: new terms. Q/A: Contour interval, vertical height. Exercise: estimating height-using contours.	<i>Topographical maps.</i>	<i>PAGES 50-51</i>	
	3,	Methods of representing relief.	<i>By the end of the lesson, the learner should be able to:</i> Explain use of pictorials, hachures, hill shading and layer tinting to represent relief. State advantages and disadvantages of each method.	Exposition, Q/A and brief discussions. Assignment.	<i>Textbooks pictures.</i>	<i>PAGES 53</i>	
5	1						
5	2	PHOTOGRAPH WORK. Ground photographs. Aerial photographs.	<i>By the end of the lesson, the learner should be able to:</i> Distinguish between ground close-ups and ground oblique photographs. Distinguish between general oblique and vertical aerial photographs.	Exposition of new concepts & brief discussion.	<i>Illustrative diagrams.</i>	<i>PAGES 55-57</i>	

	3	Parts of a photograph.	<i>By the end of the lesson, the learner should be able to:</i> Identify horizontal and vertical divisions of a photograph.	Divide a photograph into nine parts then mark them accordingly. Q/A : Identifying features in each division.	<i>Photographs.</i>	<i>PAGES 57-58</i>	
6	1	Uses of photographs & Limitations of photographs.	<i>By the end of the lesson, the learner should be able to:</i> State uses of photographs. Highlight limitations in the use of photographs.	Q/A and discussion.		<i>PAGE 59</i>	
	2	Interpretation of photographs.	<i>By the end of the lesson, the learner should be able to:</i> Explain what interpretation of photographs entails.	Class exercise: estimating the time and season when the photograph was taken, direction and sizes of features.	<i>Photographs.</i>	<i>PAGE 59</i>	
	3,	Studying physical features on photographs.	<i>By the end of the lesson, the learner should be able to:</i> Describe physical features on photographs.	Q/A and discussion: relief, drainage, natural vegetation, climate and soils.	<i>Photographs.</i>	<i>PAGES 59-61</i>	
7	1						
	2	Human activities on photographs.	<i>By the end of the lesson, the learner should be able to:</i> Identify various human activities on a photograph.	Oral questions on types of farming and supportive evidence. Written exercise.		<i>PAGE 61</i>	
	3	C.A.T.					
8	1	Industrial activities, mining activities & forms of transport.	<i>By the end of the lesson, the learner should be able to:</i> Identify industrial and mining activities & forms of transport in a photograph.	Oral questions on presence of industrial and mining activities & modes of transport and communication.	<i>Photographs.</i>	<i>PAGE 61</i>	
	2	Sketching diagrams from photographs.	<i>By the end of the lesson, the learner should be able to:</i> Sketch diagrams from parts of photographs.	Teacher highlights the steps to be followed. Supervised exercise & written exercise.	<i>Photographs.</i>	<i>PAGE 61</i>	

	3	STATISTICAL METHODS. Comparative line graphs.	<i>By the end of the lesson, the learner should be able to:</i> Construct comparative line graphs. State advantages and disadvantages of comparative line graphs.	Q/A: review methods of presenting statistical data. Activity: construct a comparative line graph. Assignment.		<i>PAGES 64-65</i>	
9	1	Comparative bar graphs.	<i>By the end of the lesson, the learner should be able to:</i> Construct comparative bar graphs. State advantages and disadvantages of comparative bar graphs.	Q/A: review methods of presenting statistical data. Activity: construct a comparative bar graph. Assignment.	<i>Chart – Comparative bar graphs.</i>	<i>PAGES 65-67</i>	
	2	Divided bars	<i>By the end of the lesson, the learner should be able to:</i> Present statistical data using divided bars and rectangles. State advantages and disadvantages of divided rectangles.	Exposition. Supervised practice. Oral questions.		<i>PAGES 67-69</i>	
	3	Divided rectangles.					
10	1	Analysis of statistical tables.	<i>By the end of the lesson, the learner should be able to:</i> Analyse data in statistical tables.	Table analysis. Assignment.		<i>PAGES 67-69</i>	
10	2	KENYA'S CLIMATIC REGIONS. Definition of weather, climate and elements of weather.	<i>By the end of the lesson, the learner should be able to:</i> Define climate. Define weather. Identify elements of weather.	Brain storming. Q/A & brief discussion.	<i>Diagrams and maps. Combined temperature rainfall diagrams.</i>	<i>PAGE 70</i>	

	3	Factors influencing climate. - latitude, altitude and continentality.	<i>By the end of the lesson, the learner should be able to:</i> Explain the influence of latitude, altitude and continentality on the climate of an area.	Brain storming. Exposition, Q/A & discussion.		<i>PAGES 70-73</i>	
11	1,2	Factors influencing climate. - aspect and ocean currents.	<i>By the end of the lesson, the learner should be able to:</i> Explain the influence of aspect and ocean currents on the climate of an area.	Exposition of new aspects & brief discussion.		<i>PAGES 70-73</i>	
	3	Factors influencing climate. -wind and air masses & configuration of the coastline.	<i>By the end of the lesson, the learner should be able to:</i> Explain the influence of wind and air masses & configuration of the coastline on the climate of an area.	Exposition of new concepts, oral questions & discussion.		<i>PAGES 73-74</i>	
12 13		END OF TERM TWO EXAMS					

	SCHEMES OF WORK FORM TWO GEOGRAPHY TERM THREE						
WK NO	L/ NO	TOPIC/ SUBTOPIC	LESSON / SPECIFIC OBJECTIVES	TEACHING / LEARNING ACTIVITIES	MATERIAL S & RESOURCES	REF.	REMARKS

1	1,2	KENYA'S CLIMATIC REGIONS (contd) ITCZ	<i>By the end of the lesson, the learner should be able to:</i> Define the term ITCZ. Explain the effect of shifting of the ITCZ on the climate of a zone.	Exposition of new concepts. Explanations.			
	3	Forests & microclimate.	<i>By the end of the lesson, the learner should be able to:</i> Define the term microclimate. Explain the effects of forests on climate of area.	Q/A & discussion.	Map of Africa: the ITCZ and prevailing winds.	PAGES 75-76	
2	1	Description of climate.	<i>By the end of the lesson, the learner should be able to:</i> Describe climate using appropriate terminology.	Tables: general terms and the corresponding statistical data. Exercise: rainfall –temperature graphs.			
	2	Climate regions of Kenya. Modified equatorial climate.	<i>By the end of the lesson, the learner should be able to:</i> Identify regions that experience Modified equatorial climate. Describe Modified equatorial climate.	Detailed discussion.	Map of Kenya: climatic regions rainfall-temperature graphs.	PAGES 77-78	
	3	Tropical climate & tropical Northern climate.	<i>By the end of the lesson, the learner should be able to:</i> Describe the modified tropical climate. Identify regions that experience modified tropical	Detailed discussion	Map of Kenya: climatic regions rainfall-temperature graphs.	PAGE 78	
3	1	Desert climate.	<i>By the end of the lesson, the learner should be able to:</i> Describe the modified tropical climate. Identify regions that experience Modified tropical climate.	Detailed discussion & assignment.	Map of Kenya: climatic regions rainfall-temperature graphs.	P 79	

	2	CLIMATE (2) WORLD CLIMATIC REGIONS. Equatorial climate.	<i>By the end of the lesson, the learner should be able to:</i> State characteristics of equatorial climate.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs.	Maps: world climatic regions.	PAGES 79-80	
	3	Equatorial monsoon.	<i>By the end of the lesson, the learner should be able to:</i> State characteristics of equatorial monsoon.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs		PAGES 79-80	
4	1	Tropical monsoon.	<i>By the end of the lesson, the learner should be able to:</i> State characteristics of tropical monsoon.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs.		PAGES 80-81	
	2	Tropical marine & Tropical continental.	<i>By the end of the lesson, the learner should be able to:</i> State characteristics of tropical marine & tropical continental.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs.		PAGES 81-83	
	3	Tropical Desert climate.	<i>By the end of the lesson, the learner should be able to:</i> State characteristics of tropical desert climate.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs.		PAGE 83	
5	1	Warm climates.	<i>By the end of the lesson, the learner should be able to:</i> Identify types of warm climates. State characteristics of warm climates.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs		PAGES 84-85	
	2	Cool & cold climates.	<i>By the end of the lesson, the learner should be able to:</i> Identify types of cool climates. State characteristics of cool climates.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs.		PAGES 84-86	

6	3, 1	Mountain climates.	<i>By the end of the lesson, the learner should be able to:</i> State characteristics of mountain climates.	Exposition of new concepts, explanations and Q/A. Assignment: rainfall-temperature graphs.		PAGE 91	
	2	Microclimates.	<i>By the end of the lesson, the learner should be able to:</i> Identify human activities largely responsible for development of local climates.	Brief discussion. Assignment.			
	3	VEGETATION 1 VEGETATION ZONES. Categories of vegetation.	<i>By the end of the lesson, the learner should be able to:</i> Define the term vegetation. Identify the three categories of vegetation.	Exposition and Q/A.	Photographs of various types of forests.	PAGES 99-100	
7	1	Influence of topographical factors on vegetation.	<i>By the end of the lesson, the learner should be able to:</i> Explain the Influence of topographical factors on vegetation.	Discussion & Q/A.		PAGES 100-101	
	2	Influence of climatic factors on vegetation.	<i>By the end of the lesson, the learner should be able to:</i> Explain the Influence of climatic factors on vegetation.	Probing questions & Discussion.		PAGES 101-102	
	3	Influence of edaphic factors on vegetation.	<i>By the end of the lesson, the learner should be able to:</i> Define the term edaphic.	Exposition of new concepts. Q/A on physical and properties of soil. Brief discussion.		PAGES 102-103	
8	1	<i>TEST & MID-TERM BREAK</i>					

	2	Biotic factors.	<i>By the end of the lesson, the learner should be able to:</i> Explain the influence of biotic factors on vegetation modification and /or destruction.	Q/A: review microclimate. Brief discussion.		PAGES 103-104	
	3	Vegetation in Kenya.	<i>By the end of the lesson, the learner should be able to:</i> Describe forest, vegetation & savanna vegetation in Kenya.	Q/A and discussion.		PAGES 104-105	
9	1	Mountain vegetation.	<i>By the end of the lesson, the learner should be able to:</i> Outline types of mountain vegetation. State characteristics of various types of mountain vegetation. Identify locations of mountain vegetation. State uses of mountain vegetation.	Q/A & elaborate discussion.		PAGES 105-122	
	2	Field work on vegetation.	<i>By the end of the lesson, the learner should be able to:</i> Carry out a fieldwork on vegetation.	Q/A: review the procedures followed in carrying out a field study. Carry out the field study on vegetation.		PAGES 123-124	
	3	FORESTRY Natural and planted forests.	<i>By the end of the lesson, the learner should be able to:</i> Differentiate between natural and planted forests.	Q/A: definition of a forest. Discussion: natural and planted forests; indigenous and exotic forests.	<i>Photographs: natural and derived forests.</i>	PAGE 126	
10	1	Types of natural forests.	<i>By the end of the lesson, the learner should be able to:</i> Describe types of natural forests. State characteristics of trees in particular types of forests.	Q/A & descriptive approach.	<i>Photographs: vegetation in various types of forests.</i>	PAGES 127-128	

	2	Importance of forests and forests' products.	<i>By the end of the lesson, the learner should be able to:</i> Identify importance of forests and forests' products.	Q/A & discussion: economic, environmental, cultural values of forests.		PAGE 129	
	3	Problems facing forestry in Kenya.	<i>By the end of the lesson, the learner should be able to:</i> Identify the problems facing forestry in Kenya.	Q/A & detailed discussion.	<i>Newspaper cuttings & photographs illustrating some problems facing forestry in Kenya.</i>	PAGE 130	
11	1-2	Management and conservation of forests.	<i>By the end of the lesson, the learner should be able to:</i> Describe management and conservation practices carried out in Kenya. State the importance of management and conservation of forests.	Discussion: measures taken to manage and conserve forests and their importance.		PAGES 130-131	
	3	Softwood forests in Kenya and Canada.	<i>By the end of the lesson, the learner should be able to:</i> Compare and contrast development of softwood forests in Kenya and in Canada. Identify factors favouring / militating against exploitation of softwoods in both countries. Identify benefits of softwoods.		<i>Map – location of Canada.</i>	PAGES 132-135	
12-13		SUMMATIVE ASSESSMENT TEST					