

GRADE 10 APPLIED AGRICULTURE SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Wk	Lsn	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1-2	Crop Production	1.1 Agricultural Land	By the end of the lesson, the learner should be able to: a) describe ways of accessing land for agricultural use (leasing, inheriting, buying, donation). ⁷	How is land productivity determined for agriculture? ⁸	The learner is guided to: • discuss with resource person ways of accessing land for agricultural use. ⁹	• Resource person • Manilla papers • Marker pens ¹⁰	• Written test • Oral Questions	
	3-4			By the end of the lesson, the learner should be able to: a) evaluate utility of land for agricultural production purposes. ¹¹	Why is land put into different agricultural uses? ¹²	The learner is guided to: • take an excursion in the community to study and assess different forms of land. ¹³	• Local environment/ Community farms ¹⁴	• Observation • Field report	
2	1-2	Crop Production	1.1 Agricultural Land	By the end of the lesson, the learner should be able to: a) analyse natural factors that determine productivity of land in agriculture. ¹⁵	How is land productivity determined for agriculture?	The learner is guided to: • use digital devices to search for information on natural factors (climate, altitude, soil, topography). ¹⁶	• Digital devices • Relevant video clips/pictures ¹⁷	• Written assignment	

	3-4			By the end of the lesson, the learner should be able to: a) appreciate importance of land in agricultural production. ¹⁸		The learner is guided to: • make class presentations on importance of land in agricultural production. ¹⁹	• Charts • Posters	• Presentation	
3	1-2	Crop Production	1.2 Properties of Soil	By the end of the lesson, the learner should be able to: a) describe properties of a soil for crop production (physical, chemical, biological). ²⁰	How do properties of soil influence crop production? ²¹	The learner is guided to: • discuss on physical, chemical and biological properties of soil. ²²	• Photographs of soil textural classes ²³	• Oral Questions	
	3-4			By the end of the lesson, the learner should be able to: a) investigate the properties of soil for crop production. ²⁴		The learner is guided to: • conduct experiments to test physical properties (porosity, texture). ²⁵	• Soil samples • Water • Soil containers ²⁶	• Observation of experiment	
4	1-2	Crop Production	1.2 Properties of Soil	By the end of the lesson, the learner should be able to: a) investigate chemical (pH) and biological (humus) properties of soil. ²⁷		The learner is guided to: • conduct experiments to test soil pH and biological properties. ²⁸	• Soil testing kit • pH indicators ²⁹	• Practical report	
	3-4			By the end of the lesson, the learner should be able to:		The learner is guided to:	• Auger/Jembe for sampling ³²	• Field report	

				a) relate importance of soil profile to crop production. ³⁰		• take field excursion, observe and relate soil profile to crop farming activities. ³¹	• Soil profile pit		
5	1-2	Crop Production	1.2 Properties of Soil	By the end of the lesson, the learner should be able to: a) acknowledge importance of soil properties in crop production. ³³		The learner is guided to: • use digital resources to search for importance of soil properties. ³⁴	• Digital devices	• Written assignment	
	3-4	Crop Production	1.3 Land Preparation	By the end of the lesson, the learner should be able to: a) describe activities of fallow land preparation to appropriate seedbed. ³⁵	How does proper land preparation contribute to crop production? ³⁶	The learner is guided to: • brainstorm on activities: land clearing, primary cultivation, secondary cultivation. ³⁷	• Pictures of land prep stages	• Oral Questions	
6	1-4	Crop Production	1.3 Land Preparation	By the end of the lesson, the learner should be able to: a) carry out land preparation operations for selected crop. ³⁸		The learner is guided to: • carry out applicable activities on fallow land to prepare it for establishment. ³⁹	• Jembe, Fork Jembe, Panga, Slasher ⁴⁰	• Observation of practicals	
7	1-2	Crop Production	1.3 Land Preparation	By the end of the lesson, the learner should be able to: a) apply conservation tillage in crop production. ⁴¹		The learner is guided to: • assess status of land and apply conservation tillage (zero/minimum tillage). ⁴²	• School farm ⁴³	• Project assessment	

	3-4			By the end of the lesson, the learner should be able to: a) appreciate importance of proper land preparation. ⁴⁴		The learner is guided to: • make presentations on importance of proper land preparations. ⁴⁵	• Charts	• Presentation	
8	1-2	Crop Production	1.4 Field Management Practices	By the end of the lesson, the learner should be able to: a) describe management practices of selected vegetable and perennial crops. ⁴⁶	How do field management practices influence crop production? ⁴⁷	The learner is guided to: • use digital devices or field trip to study pruning of vegetables (e.g., tomatoes). ⁴⁸	• Digital devices • Vegetable garden	• Oral Questions	
	3-4			By the end of the lesson, the learner should be able to: a) carry out pruning of selected vegetable crops. ⁴⁹		The learner is guided to: • carry out pruning of selected vegetable crops such as tomatoes and capsicum. ⁵⁰	• Secateurs • Pruning saw/knife ⁵¹	• Observation of pruning	
9	1-2	Crop Production	1.4 Field Management Practices	By the end of the lesson, the learner should be able to: a) carry out top dressing of selected crops. ⁵²		The learner is guided to: • discuss and carry out top dressing using appropriate fertilizers. ⁵³	• Knapsack sprayer • Fertilizer samples ⁵⁴	• Practical assessment	
	3-4			By the end of the lesson, the learner should be able to: a) appreciate importance of selected		The learner is guided to: • make a field trip to study importance of practices. ⁵⁶	• Local farms	• Field report	

				field management practices. ⁵⁵					
10	1-2	Crop Production	1.5 Growing Selected Crops	By the end of the lesson, the learner should be able to: a) determine crops that are established through the nursery.⁵⁷	How do management practices influence crop productivity? ⁵⁸	The learner is guided to: • brainstorm to determine appropriate crop (vegetables etc.) established from nursery.⁵⁹	• Seeds • Garden tools	• Oral assessment	
	3-4			By the end of the lesson, the learner should be able to: a) grow a selected crop applying appropriate management practices (Nursery).⁶⁰		The learner is guided to: • establish and carry out nursery bed management practices.⁶¹	• Rake, Trowel, Watering can⁶²	• Project report	
11	1-4	Crop Production	1.5 Growing Selected Crops	By the end of the lesson, the learner should be able to: a) grow a selected crop applying appropriate management practices (Field).⁶³		The learner is guided to: • transplant and carry out field management practices during growth cycle.⁶⁴	• School farm/Innovative gardens⁶⁵	• Observation	
12	1-2	Crop Production	1.5 Growing Selected Crops	By the end of the lesson, the learner should be able to: a) justify management practice for selected crop.⁶⁶		The learner is guided to: • make class presentations on field management practices adopted.⁶⁷	• Project portfolio	• Presentation	
	3-4			REVISION / END OF TERM ASSESSMENT				EXAMS	

