



GRADE 10 WOOD TECHNOLOGY SCHEMES OF WORK FOR TERM

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NAME OF THE TEACHER:.....

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

W K	LS N	STRAND	SUB- STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENC ES	KEY INQUIRY QUESTION	LEARNING RESOURCE S	ASSESSMENT	REFLECTIO N
1	1	1.0 Foundations of Wood Technology	1.1 Overview of Wood Technology	By the end of the lesson, the learner should be able to: Describe the historical development of Wood Technology as an area of study.	The learner is guided to: Brainstorm on the historical development of Wood Technology as an area of study.	Why is wood technology important as an area of study?	2024 Wood Technology Curriculum Design, Digital devices, Internet access.	Oral questions, Observation.	
	2			By the end of the lesson, the learner should be able to: Trace the evolution of Wood Technology tools and practices.	The learner is guided to: Search online for information on the evolution of Wood Technology tools and practices.		Digital devices, Pictures of ancient vs modern tools.	Written notes, Assignment.	
	3			By the end of the lesson, the learner should be able to: Relate the benefits of studying Wood Technology to	The learner is guided to: Discuss in groups the personal benefits of studying Wood Technology.		Charts, Career brochures.	Oral discussion.	

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				personal development.					
	4			By the end of the lesson, the learner should be able to: Identify careers related to Wood Technology.	The learner is guided to: Explore different careers in wood-related sectors through digital search or career charts.	What are the careers related to wood technology?	Digital devices, Career magazines.	Checklist.	
	5			By the end of the lesson, the learner should be able to: Explain the role of Wood Technology in economic development.	The learner is guided to: Discuss in groups the importance of Wood Technology in the country's economic development.		News articles, Economic survey reports (wood sector).	Group presentation.	
	6			By the end of the lesson, the learner should be able to: Appreciate the diverse opportunities in the wood industry.	The learner is guided to: Participate in a career talk or watch a video on wood industry opportunities.		Resource person or Video clips.	Reflection journal.	
2	1	1.0 Foundations of Wood Technology	1.2 Wood Workshop	By the end of the lesson, the learner should be able to: Describe the physical features	The learner is guided to: Brainstorm on the essential features of a standard wood	Why is it important to have proper features in a wood workshop?	Photos of workshops, Curriculum Design.	Oral questions.	

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				of a wood workshop.	workshop (ventilation, lighting, space).				
	2			By the end of the lesson, the learner should be able to: Identify specific features in the school/community workshop.	The learner is guided to: Visit the school or community workshop to identify existing features.		School workshop.	Field notes/Observation.	
	3			By the end of the lesson, the learner should be able to: Illustrate the layout of a wood workshop (Zones).	The learner is guided to: Sketch the layout of a workshop showing different work zones (bench, machine, storage).	Why should a wood workshop have a layout?	Drawing paper, Pencils, Rulers.	Sketches.	
	4			By the end of the lesson, the learner should be able to: Illustrate the layout of a wood workshop (Safety features).	The learner is guided to: Add safety features (exits, fire extinguishers) to their workshop layout sketches.		Drawing materials.	Sketches.	
	5			By the end of the lesson, the learner should be able to: Explain reasons for observing	The learner is guided to: Discuss reasons for observing personal safety (PPE, behavior)		PPE samples (goggles, aprons).	Oral discussion.	

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				safety in the wood workshop (Personal Safety).	in the workshop.				
	6			By the end of the lesson, the learner should be able to: Explain reasons for observing safety in the wood workshop (Tool Safety).	The learner is guided to: Discuss reasons for safe handling of tools to prevent accidents.		Workshop safety posters.	Written quiz.	
3	1	1.0 Foundations of Wood Technology	1.2 Wood Workshop	By the end of the lesson, the learner should be able to: Analyze the flow of work in a workshop layout.	The learner is guided to: Use digital devices to search for efficient workshop layouts and compare with their sketches.		Digital devices.	Comparison chart.	
	2			By the end of the lesson, the learner should be able to: Design an ideal wood workshop layout.	The learner is guided to: Draw a detailed plan of an ideal workshop incorporating all necessary features.		Drawing equipment.	Project work.	
	3			By the end of the lesson, the learner should be able to: Critique the safety of a given	The learner is guided to: Identify potential hazards in a provided		Diagrams of unsafe workshops.	Oral critique.	

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				workshop layout.	workshop layout diagram.				
	4			By the end of the lesson, the learner should be able to: Describe emergency procedures in a wood workshop.	The learner is guided to: Role-play or discuss responses to common workshop emergencies (cuts, fire).		First aid kit.	Role play assessment.	
	5			By the end of the lesson, the learner should be able to: Appreciate the importance of workshop organization.	The learner is guided to: Discuss how organization affects efficiency and safety.		Learner's book.	Oral questions.	
	6			By the end of the lesson, the learner should be able to: Appreciate the importance of safety regulations.	The learner is guided to: Create safety posters for the school workshop.		Manila paper, Markers.	Poster assessment.	
4	1	1.0 Foundations of Wood Technology	1.3 Hand Tools and Equipment	By the end of the lesson, the learner should be able to: Identify measuring tools in the workshop.	The learner is guided to: Use visual aids and real tools to identify measuring tools (tape measure, steel rule).	Why is it important to use hand tools correctly?	Tape measure, Steel rule.	Identification checklist.	

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	2			By the end of the lesson, the learner should be able to: Identify marking out tools in the workshop.	The learner is guided to: Identify marking tools (try square, marking gauge, pencil) and explain their uses.		Try square, Marking gauge.	Oral questions.	
	3			By the end of the lesson, the learner should be able to: Classify cutting tools (Saws).	The learner is guided to: Categorize saws (rip saw, cross-cut saw, tenon saw) based on their teeth and use.		Assorted saws.	Classification chart.	
	4			By the end of the lesson, the learner should be able to: Classify planing tools.	The learner is guided to: Identify and classify planes (jack plane, smoothing plane, block plane).		Assorted planes.	Oral questions.	
	5			By the end of the lesson, the learner should be able to: Identify boring tools.	The learner is guided to: Identify boring tools (braces, bits, drills) used in the workshop.		Braces, Drill bits.	Checklist.	
	6			By the end of the lesson, the learner should be able to:	The learner is guided to: Identify hammers and		Claw hammer, Mallet.	Identification test.	

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				Identify impelling tools.	mallets and describe their specific applications.				
5	1	1.0 Foundations of Wood Technology	1.3 Hand Tools and Equipment	By the end of the lesson, the learner should be able to: Identify holding and clamping tools.	The learner is guided to: Identify clamps (G-clamp, Sash clamp) and holding devices (bench vice).		G-clamps, Sash clamps, Vice.	Observation.	
	2			By the end of the lesson, the learner should be able to: Identify shaping/chiseling tools.	The learner is guided to: Identify different chisels (bevel edge, mortise) and their uses.		Assorted chisels.	Checklist.	
	3			By the end of the lesson, the learner should be able to: Identify sharpening tools.	The learner is guided to: Identify oil stones, grindstones, and files used for sharpening.		Oil stone, Files.	Oral questions.	
	4			By the end of the lesson, the learner should be able to: Identify workshop equipment.	The learner is guided to: Brainstorm different types of equipment (workbench, bench hook, shooting board).		Workbench, Bench hook.	Observation.	
	5			By the end of the lesson, the	The learner is guided to:		Drawing book, Pencils.	Sketches.	

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				learner should be able to: Sketch measuring and marking tools.	Sketch and label measuring and marking tools in their portfolio.				
	6			By the end of the lesson, the learner should be able to: Sketch cutting and planing tools.	The learner is guided to: Sketch and label specific saws and planes.		Drawing book.	Sketches.	
6	1	1.0 Foundations of Wood Technology	1.3 Hand Tools and Equipment	By the end of the lesson, the learner should be able to: Sketch holding and boring tools.	The learner is guided to: Sketch and label clamps, vices, and braces.		Drawing book.	Sketches.	
	2			By the end of the lesson, the learner should be able to: Demonstrate safe use of measuring and marking tools.	The learner is guided to: Practice using rules and squares accurately and safely on timber.		Timber off-cuts, Tools.	Practical assessment.	
	3			By the end of the lesson, the learner should be able to: Demonstrate safe use of cutting tools (Saws).	The learner is guided to: Practice sawing timber using a tenon saw or hand saw safely.		Timber, Saws, Bench hook.	Practical assessment.	
	4			By the end of the lesson, the	The learner is guided to:		Timber, Jack plane.	Practical assessment.	

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				learner should be able to: Demonstrate safe use of planing tools.	Practice planing a timber surface using a jack plane safely.				
	5			By the end of the lesson, the learner should be able to: Demonstrate safe use of boring and impelling tools.	The learner is guided to: Practice boring holes and driving nails safely.		Hand drill, Hammer, Nails.	Practical assessment.	
	6			By the end of the lesson, the learner should be able to: Demonstrate safe use of chisels.	The learner is guided to: Practice paring or chopping waste using a chisel safely.		Chisel, Mallet, Timber.	Practical assessment.	
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8	1	1.0 Foundations of Wood Technology	1.3 Hand Tools and Equipment	By the end of the lesson, the learner should be able to: Explain care and maintenance of cutting edges.	The learner is guided to: Discuss how to protect saw teeth and plane blades from damage.	Why is it important to care for tools?	Tool racks, Oil.	Oral discussion.	
	2			By the end of the lesson, the learner should be able to: Demonstrate maintenance of hand tools	The learner is guided to: Clean and oil metal tools to prevent rust.		Oil, Rags, Tools.	Practical observation.	

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				(Cleaning/Oiling).					
	3			By the end of the lesson, the learner should be able to: Demonstrate maintenance of hand tools (Storage).	The learner is guided to: Store tools correctly in racks or cabinets after use.		Tool storage cabinet.	Checklist.	
	4			By the end of the lesson, the learner should be able to: Appreciate the importance of using correct tools.	The learner is guided to: Discuss the consequences of using the wrong tool for a job (damage, injury).		Learner's Book.	Oral questions.	
	5			By the end of the lesson, the learner should be able to: Review identification of all hand tools.	The learner is guided to: Participate in a tool identification quiz/game.		Tools assortment.	Quiz.	
	6			By the end of the lesson, the learner should be able to: Review safe usage procedures.	The learner is guided to: Demonstrate specific safety procedures for chosen tools requested by the instructor.		Tools.	Practical test.	
9	1	2.0 Materials	2.1 Growth of Timber Trees	By the end of the lesson, the learner should	The learner is guided to: Brainstorm on	Why is the growing of	Biology charts,	Oral questions.	

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				be able to: Describe the process of tree growth (Seedling to sapling).	the early stages of timber tree growth.	timber trees important?	Curriculum design.		
	2			By the end of the lesson, the learner should be able to: Describe the process of tree growth (Maturity).	The learner is guided to: Discuss the maturation process and formation of wood.		Digital devices/Video.	Written notes.	
	3			By the end of the lesson, the learner should be able to: Classify timber trees (Hardwoods).	The learner is guided to: Observe and list characteristics of hardwood trees (broad leaves, etc.).	Which are the common species of trees for timber?	Photos of trees.	Classification table.	
	4			By the end of the lesson, the learner should be able to: Classify timber trees (Softwoods).	The learner is guided to: Observe and list characteristics of softwood trees (needle leaves, cones).		Photos of trees.	Classification table.	
	5			By the end of the lesson, the learner should be able to: Compare Hardwoods and Softwoods physically.	The learner is guided to: Take a walk to the surrounding to observe and distinguish real trees.		School environment.	Field report.	

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	6			By the end of the lesson, the learner should be able to: Illustrate a cross-section of a tree trunk.	The learner is guided to: Sketch the cross-section of a tree trunk showing annual rings, bark, etc.		Drawing book, Pencils.	Sketches.	
10	1	2.0 Materials	2.1 Growth of Timber Trees	By the end of the lesson, the learner should be able to: Label the parts of a tree trunk cross-section.	The learner is guided to: Label pith, heartwood, sapwood, cambium layer, bark on their sketch.		Drawing book.	Labeling test.	
	2			By the end of the lesson, the learner should be able to: Explain the functions of the Bark and Cambium layer.	The learner is guided to: Discuss the protective and growth functions of these layers.		Curriculum Design.	Oral discussion.	
	3			By the end of the lesson, the learner should be able to: Explain the functions of Sapwood and Heartwood.	The learner is guided to: Discuss the nutrient transport and structural support functions.		Curriculum Design.	Written quiz.	
	4			By the end of the lesson, the learner should be able to: Prepare a tree	The learner is guided to: Select an appropriate site within the		School grounds.	Practical observation.	

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				nursery (Site selection).	school compound for a tree nursery.				
	5			By the end of the lesson, the learner should be able to: Prepare a tree nursery (Bed preparation).	The learner is guided to: Dig and prepare the soil for the nursery bed.		Hoes, Rakes, Water.	Practical participation.	
	6			By the end of the lesson, the learner should be able to: Plant seeds/Monitor growth.	The learner is guided to: Plant tree seeds and set up a monitoring schedule.		Seeds, Water.	Project monitoring log.	
11	1	2.0 Materials	2.1 Growth of Timber Trees	By the end of the lesson, the learner should be able to: Discuss the importance of growing trees for the environment.	The learner is guided to: Discuss the role of trees in oxygen production and habitat.		Learner's book.	Oral discussion.	
	2			By the end of the lesson, the learner should be able to: Appreciate the value of trees for timber production.	The learner is guided to: Reflect on the sustainability of timber as a resource.		Reflection journal.	Journal entry.	
	3			By the end of the lesson, the learner should	The learner is guided to: Review		Previous notes.	Quiz.	

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				be able to: Revise Classification of Trees.	characteristics and examples of local hard/softwoods.				
	4			By the end of the lesson, the learner should be able to: Revise Tool Identification.	The learner is guided to: Identify tools from images or real samples.		Tools.	Quiz.	
	5			By the end of the lesson, the learner should be able to: Revise Workshop Safety.	The learner is guided to: List key safety rules for the upcoming exam.		Safety posters.	Oral questions.	
	6			By the end of the lesson, the learner should be able to: Prepare for End of Term Assessment.	The learner is guided to: Organize their portfolio and notes for assessment.		Notes, Portfolios.	Portfolio check.	
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13		CLOSURE OF SCHOOL	CLOSURE OF SCHOOL	CLOSURE OF SCHOOL	CLOSURE OF SCHOOL	CLOSURE OF SCHOOL	CLOSURE OF SCHOOL	CLOSURE OF SCHOOL	