**GRADE 6 STORYMOJA KNOW MORE AGRICULTURE**

**SCHEMES OF WORK TERM 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | GRADE 6 | AGRICULTURE | 1 | 2022 |

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| ***W******eek*** | ***Lesso******n*** | ***Strand******/Theme*** | ***Sub-strand*** | ***Specific-Learning outcomes*** | ***Key Inquiry Question(S)*** | ***Learning/ Teaching Experience*** | ***Learning******Resources***  | ***Assessment Methods*** | ***Reflection*** |
| **1** | **1** | ***Conserving our environment*** | Soil erosion control;Meaning of soil erosion in the environment | By the end of the sub-strand, the learner should be able to:* Define the meaning of soil erosion.
* Discuss how each type of erosion occurs (splash, sheet, rill and gulley erosion)
* Appreciate the importance of protecting soil from erosion.
 | What is the meaning of soil erosion?Why should we protect soil from erosion? | * Learners are guided to define the meaning of soil erosion.
* In groups, learners are guided to Discuss how each type of erosion occurs (splash, sheet, rill and gulley erosion)
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**Story Moja; Know More; Agriculture Learner’s Book Grade 6 pg. 1-2** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | Identifying types of soil erosion in the environment | By the end of the sub-strand, the learner should be able to:* Identify types of soil erosion in the environment.
* Take a tour around the school compound or neighborhood and use digital devices to take pictures of the identified eroded sites.
* Have fun and enjoy taking a tour around the school compound and neighborhood.
 | Which are the four main types of soil erosion? | * Learners are guided to identify types of soil erosion in the environment.
* In groups, learners are guided to take a tour around the school compound or neighborhood and use digital devices to take pictures of the identified eroded sites.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**Story Moja; Know More; Agriculture Learner’s Book Grade 6 pg. 3** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | Demonstrate splash and sheet erosion | By the end of the sub-strand, the learner should be able to:* State the difference between splash and sheet erosion.
* Demonstrate splash and sheet erosion.
* Have fun and enjoy experimenting splash and sheet erosion.
 | What is the difference between splash and sheet erosion? | * In groups, learners are guided to watch a video clip on splash and sheet erosion.
* Learners are guided to state the difference between splash and sheet erosion.
* In groups, learners are guided to demonstrate splash and sheet erosion.
 | WaterSoil samplesVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 4-5** | Oral questions Oral Report Observation |  |
| **2** | **1** | ***Conserving our environment*** | Demonstrate rill and gulley erosion | By the end of the sub-strand, the learner should be able to:* State the difference between rill and gulley erosion.
* Demonstrate rill and gulley erosion.
* Have fun and enjoy experimenting rill and gulley erosion.
 | What is the difference between rill and gulley erosion? | * In groups, learners are guided to watch a video clip on rill and gulley erosion.
* Learners are guided to state the difference between rill and gulley erosion.
* In groups, learners are guided to demonstrate rill and gulley erosion.
 | WaterSoil samplesShovelVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 5-6** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | How to control splash and sheet erosion | By the end of the sub-strand, the learner should be able to:* Brainstorm how to control splash and sheet erosion.
* Discuss how rill and gulley erosion can be controlled in the school environment or neighborhood.
* Appreciate the activities that help to control soil erosion.
 | Why is it important to cover the soil with grass or leaves?How can you help the community to control soil erosion? | * In groups, learners are guided to brainstorm how to control splash and sheet erosion.
* In groups, learners are guided to discuss how rill and gulley erosion can be controlled in the school environment or neighborhood.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 6-7** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | Controlling soil erosion within the school or community | By the end of the sub-strand, the learner should be able to:* Identify the methods he/she can use to control soil erosion in the environment.
* Plant tree seedlings on a particular site in the school or the community that has been eroded.
* Have fun and enjoy planting trees.
 | What are the ways of controlling soil erosion?What can the community do to prevent soil erosion? | * In groups, learners are guided to plant tree seedlings on a particular site in the school or the community that has been eroded (Remember to water the trees regularly)
 | SeedlingsJerricansSlashersJembesVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 7-9** | Oral questions Oral Report Observation |  |
| **3** | **1** | ***Conserving our environment*** | Water conservation; Types of seedbeds | By the end of the sub-strand, the learner should be able to:* Define the meaning of conserving moisture.
* Share experiences on types of seedbeds that conserve moisture.
* Enjoy reading the story about Maisha Bora village.
 | What is the meaning of conserving moisture? | * Learners are guided to define the meaning of conserving moisture.
* Learners are guided to define the meaning of sunken bed and shallow pits.
* In groups, learners are guided to share experiences on types of seedbeds that conserve moisture.
* Learners are guided to read the story and discuss the questions that follow about Maisha Bora village.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 10-11** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | Identify types of seedbeds that conserve soil moisture | By the end of the sub-strand, the learner should be able to:* Identify types of seedbeds that conserve soil moisture.
* Prepare shallow pits and sunken beds.
* Appreciate types of seedbeds that conserve moisture.
 | How do sunken beds and shallow pits conserve moisture?What will happen to plants and animals if soil moisture is not conserved? | * Learners are guided to identify types of seedbeds that conserve soil moisture.
* In groups, learners are guided to prepare shallow pits and sunken beds.
 | SeedlingsGlovesGumbootsRakesJembesVideo clipsRealiaPicturesComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 12-13** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | Importance of conserving soil moisture | By the end of the sub-strand, the learner should be able to:* State the importance of conserving soil moisture.
* Compose songs, poems or verses on methods of soil moisture conservation.
* Appreciate the importance of conserving soil moisture.
 | What are the benefits of conserving moisture in the soil? | * Learners are guided to state the importance of conserving soil moisture.
* In groups, learners are guided to compose songs, poems or verses on methods of soil moisture conservation.
* In groups, learners are guided to visit a nearby farm to observe methods that conserve moisture and take photographs showing how soil moisture can be conserved in farming.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 13-14** | Oral questions Oral Report Observation |  |
| **4** | **1** | ***Conserving our environment*** | Living better with wild animals;Deterrents for wild animals | By the end of the sub-strand, the learner should be able to:* Identify deterrents that keep off wild animals.
* Match each picture of deterrent and the name of the deterrent.
* Appreciate types of deterrents.
 | Why is it important to stop small wild animals from destroying crops without killing them? | * Learners are guided to identify deterrents that keep off wild animals.
* Learners are guided to match each picture of deterrent and the name of the deterrent.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 15-16** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | Establish deterrents to keep off wild animals | By the end of the sub-strand, the learner should be able to:* Read the story about Mwangaza area and discuss the questions that follow.
* Watch a video or listen to a resource person about safe methods of keeping off wild animals from destroying crops and harming domestic animals.
* Appreciate the importance of deterrents to keep off wild animals.
 | What did you learn from the story? | * In pairs, learners are guided to read the story about Mwangaza area and discuss the questions that follow.
* In pairs, learners are guided to watch a video or listen to a resource person about safe methods of keeping off wild animals from destroying crops and harming domestic animals.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 16-20** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | Making presentations | By the end of the sub-strand, the learner should be able to:* Compile photographs and pictures of deterrents that keep wild animals from destroying crops and harming domestic animals.
* Make a presentation using projector or display the printed photographs.
* Have fun and enjoy making a presentation.
 | How to make a presentation about deterrents? | * Learners are guided to compile photographs and pictures of deterrents that keep wild animals from destroying crops and harming domestic animals.
* Learners are guided to make a presentation using projector or display the printed photographs.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 20-21** | Oral questions Oral Report Observation |  |
| **5** | **1** | ***Conserving our environment*** | Establishing deterrents | By the end of the sub-strand, the learner should be able to:* Discuss small wild animals that can be controlled using different types of deterrents.
* Identify an area around the school compound or community where small wild animals destroy crops or harm domestic animals.
* Appreciate different types of deterrents.
 | Which small wild animals can be controlled using various deterrents?What would happen if small wild animals are not controlled? | * In groups, learners are guided to discuss small wild animals that can be controlled using different types of deterrents.
* In groups, learners are guided to identify an area around the school compound or community where small wild animals destroy crops or harm domestic animals.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 21** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | Innovative sound device | By the end of the sub-strand, the learner should be able to:* List the materials needed to make an innovative sound device.
* Construct an innovative sound device.
* Have fun and enjoy constructing an innovative sound device.
 | How can we construct an innovative sound device? | * Learners are guided to list the materials needed to make an innovative sound device.
* Learners are guided to outline the steps to follow to construct an innovative sound device.
* In groups, learners are guided to construct an innovative sound device.
 | Metallic tinsPieces of wireMetallic rods/old spoonsVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 22** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | Scarecrow | By the end of the sub-strand, the learner should be able to:* Outline the steps to follow when constructing a scarecrow.
* Construct a scarecrow using sticks and old metallic tins.
* Have fun and enjoy constructing a scarecrow.
 | How is a scarecrow constructed? | * Learners are guided to list the materials needed to construct a scarecrow.
* Learners are guided to outline the steps to follow when constructing a scarecrow.
* In groups, learners are guided to construct a scarecrow using sticks and old metallic tins.
 | TinsSticksWiresVideo clipsRealiaPicturesComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 22-23** | Oral questions Oral Report Observation |  |
| **6** | **1** | ***Conserving our environment*** | Barbed wire fence | By the end of the sub-strand, the learner should be able to:* Outline the steps to follow when constructing a barbed wire fence.
* Construct a barbed wire fence.
* Appreciate the importance of a barbed wire fence.
 | How do we construct a barbed wire fence? | * Learners are guided to list the materials needed to construct a barbed wire fence.
* Learners are guided to outline the steps to follow when constructing a barbed wire fence.
* In groups, learners are guided to construct a barbed wire fence
 | Barbed wirePostsNailsVideo clipsRealiaPicturesComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 23-24** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | Thorny fence | By the end of the sub-strand, the learner should be able to:* Identify and select thorny plants to establish.
* Establish and water the plants every day until they mature to form a thorny fence.
* Appreciate the plants that create a thorny fence.
 | What is a thorny fence?How to create a thorny fence? | * Learners are guided to identify and select thorny plants to establish.
* In groups, learners are guided to establish and water the plants every day until they mature to form a thorny fence.
 | SeedlingsJembesWaterVideo clipsRealiaPicturesComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 24-25** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | A safe trap | By the end of the sub-strand, the learner should be able to:* Outline the steps to follow when constructing a safe trap for wild animals.
* Construct a safe trap for wild animals.
* Have fun and enjoy constructing a safe trap for wild animals
 | How is a safe trap for small wild animals constructed? | * Learners are guided to list the materials needed to construct a safe trap for wild animals.
* Learners are guided to outline the steps to follow when constructing a safe trap for wild animals.
* In groups, learners are guided to construct a safe trap for wild animals
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 25-26** | Oral questions Oral Report Observation |  |
| **7** | **1** | ***Conserving our environment*** |  | By the end of the sub-strand, the learner should be able to:* Identify the creeping crops in the environment.
* Discuss the features of the creeping crops he/she has observed.
* Appreciate the features of creeping crops.
 | What are creeping crops? | * Learners are guided to identify the creeping crops in the environment.
* In groups, learners are guided to discuss the features of the creeping crops he/she has observed.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 27-28** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** |  | By the end of the sub-strand, the learner should be able to:* Identify areas where he/she can obtain planting materials for establishing creeping crops.
* Collect planting materials for the creeping crops he/she has chosen to establish.
* Have fun and enjoy collecting planting materials for creeping crops.
 | How to collect planting materials for the creeping crops? | * Learners are guided to identify areas where he/she can obtain planting materials for establishing creeping crops.
* In groups, learners are guided to collect planting materials for the creeping crops he/she has chosen to establish.
 | SeedlingsVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 29** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** |  | By the end of the sub-strand, the learner should be able to:* Name some examples of creeping crops.
* Prepare and establish planting materials for creeping crops.
* Have fun and enjoy establishing planting materials for creeping crops.
 | How to prepare and establish planting materials for creeping crops? | * Learners are guided to name some examples of creeping crops.
* In groups, learners are guided to prepare and establish planting materials for creeping crops.
 | WaterSeedsContainersSieve sacksJembesManureVideo clipsComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 30-31** | Oral questions Oral Report Observation |  |
| **8** | **1** | ***Conserving our environment*** |  | By the end of the sub-strand, the learner should be able to:* Mention the ways he/she can protect young creeping crops from physical damage or excessive heat.
* Construct a structure (such as twig shed or net shed) that can protect the seedlings from physical damage or excessive heat.
* Appreciate the importance of protecting young creeping crops.
 | What are the ways of protecting young creeping crops from physical damage or excessive heat? | * Learners are guided to mention the ways he/she can protect young creeping crops from physical damage or excessive heat.
* In groups, learners are guided to construct a structure (such as twig shed or net shed) that can protect the seedlings from physical damage or excessive heat.
 | Old netsTwigsVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 31-32** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** |  | By the end of the sub-strand, the learner should be able to:* List the materials needed to train creeping crops.
* Train creeping crops that he/she planted.
* Appreciate the importance of training creeping crops.
 | How to train creeping crops? | * Learners are guided to list the materials needed to train creeping crops.
* In groups, learners are guided to train creeping crops that he/she planted.
 | Nylon stringsLong sticksVideo clipsRealiaPicturesComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 32** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** |  | By the end of the sub-strand, the learner should be able to:* State the importance of watering seedling every day.
* Practice watering young creeping crops using drip irrigation.
* Appreciate the importance of watering seedlings every day.
 | What is the importance of watering the seedlings every day?How to water young creeping crops using drip irrigation? | * Learners are guided to state the importance of watering seedling every day.
* Learners are guided to list the materials needed for drip irrigation.
* Learners are guided to outline the steps to follow when watering young creeping crops using drip irrigation.
* In groups, learners are guided to practice watering young creeping crops using drip irrigation.
 | Video clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 33** | Oral questions Oral Report Observation |  |
| **9** | **1** | ***Conserving our environment*** | Applying manure on the creeping crops | By the end of the sub-strand, the learner should be able to:* Give reasons for applying manure on the creeping crops.
* Apply manure on the creeping crops.
* Appreciate the importance of applying manure on the creeping crops.
 | Why should we apply manure on creeping crops? | * Learners are guided to give reasons for applying manure on the creeping crops.
* In groups, learners are guided to apply manure on the creeping crops.
 | ManureShovelsEmpty sacks/old buckets/wheelbarrowsVideo clipsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 33-34** | Oral questions Oral Report Observation |  |
|  | **2** | ***Conserving our environment*** | Weeding | By the end of the sub-strand, the learner should be able to:* Define the meaning of weeding.
* Demonstrate and practice weeding of the creeping crops he/she planted.
* Appreciate the importance of weeding.
 | What is weeding?Why is weeding important to growing plants? | * Learners are guided to define the meaning of weeding.
* Learners are guided to state the importance of weeding.
* In groups, learners are guided to demonstrate and practice weeding of the creeping crops he/she planted.
 | JembesVideo clipsRealiaPicturesChartsRealiaComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 34** | Oral questions Oral Report Observation |  |
|  | **3** | ***Conserving our environment*** | Growing creeping crops in the community | By the end of the sub-strand, the learner should be able to:* State the importance of creeping crops.
* Recite a poem on the importance of creeping crops.
* Appreciate the importance of creeping crops.
 | Why are creeping crops important? | * Learners are guided to state the importance of creeping crops.
* In groups, learners are guided to recite a poem on the importance of creeping crops
* In groups, learners are guided to develop a demonstration plots for creeping crops in his/her school
 | JembesSeedsWaterOrganic manureVideo clipsRealiaPicturesComputing devicesDigital devices**StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 35-36** | Oral questions Oral Report Observation |  |
| **10** |  | * **END TERM ASSESSMENT**
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