**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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Water  Soil samples  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Water  Soil samples  Shovel  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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) | Seedlings  Jerricans  Slashers  Jembes  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Seedlings  Gloves  Gumboots  Rakes  Jembes  Video clips  Realia  Pictures  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 tins  Pieces of wire  Metallic rods/old spoons  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Tins  Sticks  Wires  Video clips  Realia  Pictures  Computing devices  Digital 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 wire  Posts  Nails  Video clips  Realia  Pictures  Computing devices  Digital 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. | Seedlings  Jembes  Water  Video clips  Realia  Pictures  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Seedlings  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Water  Seeds  Containers  Sieve sacks  Jembes  Manure  Video clips  Computing devices  Digital 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 nets  Twigs  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 strings  Long sticks  Video clips  Realia  Pictures  Computing devices  Digital 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 clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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. | Manure  Shovels  Empty sacks/old buckets/wheelbarrows  Video clips  Realia  Computing devices  Digital 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. | Jembes  Video clips  Realia  Pictures  Charts  Realia  Computing devices  Digital 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 | Jembes  Seeds  Water  Organic manure  Video clips  Realia  Pictures  Computing devices  Digital devices  **StoryMoja; Know More; Agriculture Learner’s Book Grade 6 pg. 35-36** | Oral questions Oral Report Observation |  |
| **10** |  | * **END TERM ASSESSMENT** | | | | | | | |