

## 2023 GRADE 7 AGRICULTURE SCHEME OF WORK TERM 2

TEACHER NAME ..... SCHOOL..... TERM ..... YEAR.....

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Crop production	Crop establishment; Categorizing planting materials	By the end of the lesson, the learner should be able to: a) Define crop establishment. b) Walk around the school farm or stores and collect various planting materials. c) Have a desire to conserve the environment.	In groups, learners are guided to define crop establishment  In groups, learners are guided to walk around the school farm or stores and collect various planting materials	What is crop establishment?	Video clips Realia Pictures Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 33-35</b>	Oral questions Oral Report Observation	
	2	Crop production	Analysing and selecting suitable planting materials	By the end of the lesson, the learner should be able to: a) Gather the planting materials they collected. b) Analyse the materials and select the ones that are of good quality. c) Enjoy analysing and selecting suitable planting materials.	Learners are guided to gather the planting materials they collected  In groups, learners analyse the materials and select the ones that are of good quality	Which kind of plants have you collected?	Video clips Realia Pictures Digital devices  <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 35-36</b>	Oral questions Oral Report Observation	
	3	Crop production	Discuss methods of planting various crop materials; Dibbling	By the end of the lesson, the learner should be able to: a) Use digital devices and watch videos about methods of planting various crop materials. b) Discuss the methods of planting various crop materials. c) Enjoy using digital devices such as, laptops, computers.	Learners are guided to use digital devices and watch videos about methods of planting various crop materials  In groups, learners are guided to discuss the methods of planting various crop materials	What are the methods of planting various crop materials?	Video clips Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 36-37</b>	Oral questions Oral Report Observation	
2	1	Crop production	Discuss methods of planting various crop materials;	By the end of the lesson, the learner should be able to: a) Explain the meaning of dibbling. b) Discuss importance of dibbling. c) Use dibbling method when planting. d) Appreciate the importance of dibbling.	As a class, learners are guided to explain the meaning of dibbling  As a class, learners are guided to discuss importance of dibbling.  Learners to use dibbling method when planting.	Among the planting materials you have selected, which ones can you establish through dibbling?	Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 37</b>	Oral questions Oral Report Observation	
	2	Crop production	Discuss methods of planting various crop materials; Drilling	By the end of the lesson, the learner should be able to: a) Explain the meaning of drilling. b) Discuss the importance of drilling. c) Use drill method when planting. d) Appreciate the importance of drilling.	In pairs, learners to explain the meaning of drilling.  In groups, learners to discuss the importance of drilling.  Learners to use drill method when planting.	What is drilling?  What is the importance of drilling?	Video clips Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 37</b>	Oral questions Oral Report Observation	
	3	Crop production	Discuss methods of planting various crop materials; Broadcasting	By the end of the lesson, the learner should be able to: a) Explain the meaning of broadcasting. b) Discuss the importance of broadcasting. c) Use broadcasting method when planting. d) Appreciate the importance of broadcasting.	Learners are guided to explain the meaning of broadcasting.  In groups, learners are guided to discuss the importance of broadcasting.  Learners to use broadcasting method when planting	What is broadcasting?	Assessment books Digital devices  <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 38</b>	Oral questions Oral Report Observation	
3	1	Crop production	Predicting the appropriate time of planting	By the end of the lesson, the learner should be able to: a) Use digital devices to find out the appropriate time for planting. b) Listen to the weather forecasting on radio or television. c) Record the appropriate time for planting. d) Appreciate knowing the appropriate time for planting.	In pairs, learners to use digital devices to find out the appropriate time for planting  In pairs, learners to listen to the weather forecasting on radio or television.  In pairs, learners to record the appropriate time for planting	How do you predict the appropriate time of planting?	Video clips Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 39</b>	Oral questions Oral Report Observation	
	2	Crop production	Determining the appropriate	By the end of the lesson, the learner should be able to:	In groups, learners to identify propagation materials.	How do you determine the appropriate	Video clips	Oral questions	

			time of planting different types of propagation materials	<ul style="list-style-type: none"> <li>a) Identify propagation materials.</li> <li>b) Determine the appropriate time of planting different types of propagation materials</li> <li>c) Appreciate the appropriate time of planting different types of propagation materials</li> </ul>	In groups, learners are guided to determine the appropriate time of planting different types of propagation materials	time of planting different types of propagation materials?	Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 39-40</b>	Oral Report Observation	
	3	Crop production	Establishing crops	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Identify the materials used for establishing crops.</li> <li>b) Establish crops by watering, constructing shades or fencing.</li> <li>c) Have fun and enjoy establishing crops.</li> </ul>	In groups, learners are guided to identify the materials used for establishing crops.  In groups, learners are guided to establish crops by watering, constructing shades or fencing.	Which crops have you established?	Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 40-41  Video clips Pictures Digital devices Computing devices.	Oral questions Oral Report Observation	
4	1	Crop production	Assessment	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Answer topical questions correctly.</li> </ul>	Learners are guided to answer topical questions correctly		Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 41-42  Assessment books Digital devices	Oral questions Oral Report Observation	
	2	Crop production	Crop management	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) List some of the crop management practices.</li> <li>b) Discuss how weeding, earthing up, thinning and gapping is carried out.</li> <li>c) Discuss crop management practices.</li> <li>d) Appreciate the crop management practices.</li> </ul>	In groups, learners are guided list some of the crop management practices  In groups, learners are guided to discuss how weeding, earthing up, thinning and gapping is carried out In groups, learners are guided to	What are other management practices can you carry out for the crops you established?	Video clips Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 43-44</b>	Oral questions Oral Report Observation	
	3	Crop production	Differentiating between a weed and a crop	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Define a weed.</li> <li>b) Identify the weeds and crops in the learner's book.</li> <li>c) Differentiate between a weed and a crop.</li> <li>d) Always put on protective gear such as gloves when handling weeds.</li> </ul>	In groups, learners to define a weed.  In groups, learners to identify the weeds and crops in the learner's book.  In groups, learners to differentiate between a weed and a crop.	What is the difference between a weed and a crop?	Video clips Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 44-46</b>	Oral questions Oral Report Observation	
5	1	Crop production	Carrying out crop management practices	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Identify the materials used for handweeding, hand hoeing, mowing and mulching.</li> <li>b) Discuss the process of hand weeding, hand hoeing, mowing and mulching.</li> <li>c) Appreciate the importance of weeding.</li> </ul>	In pairs, learners to identify the materials used for handweeding, hand hoeing, mowing and mulching.  In groups, learners to discuss the process of handweeding, hand hoeing, mowing and mulching	How is weeding important to the crops they have established?	Video clips Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 46-48</b>	Oral questions Oral Report Observation	
	2	Crop production	Carrying out crop management practices	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Identify the materials used for earthing up, thinning, gapping and hardening.</li> <li>b) Discuss the process of earthing up, thinning, gapping and hardening</li> <li>c) Appreciate the importance of weeding.</li> </ul>	Learners to identify the materials used for earthing up, thinning, gapping and hardening  In groups, learners to discuss the process of earthing up, thinning, gapping and hardening.	How do you prepare planting sites for the crops?	Video clips Realia Pictures Digital devices Computing devices. <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 48-49</b>	Oral questions Oral Report Observation	
	3	Crop production	Assessment	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Answer topical questions correctly.</li> </ul>	Learners are guided to answer topical questions correctly		Assessment books Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 49-50</b>	Oral questions Oral Report Observation	
6	1	Animal Production	Animal handling	By the end of the lesson, the learner should be able to:	Learners to explain the meaning of animal handling.	What is animal production?	Video clips Realia	Oral questions Oral Report Observation	

				<ul style="list-style-type: none"> <li>a) Explain the meaning of animal handling.</li> <li>b) State the importance of handling animals humanely.</li> <li>c) Observe the pictures in learner's book and discuss humane ways of handling animals</li> <li>d) Appreciate the importance of handling animals humanely.</li> </ul>	<p>Learners are guided to state the importance of handling animals humanely.</p> <p>Learners to observe the pictures in learner's book and discuss humane ways of handling animals</p>		<p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 51</u></b></p>		
	2	Animal Production	Examining forms of animals handling	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Visit the school farm or any other nearby farm with animals.</li> <li>b) Identify how people treat animals inhumanely.</li> <li>c) Have fun and enjoy the visitation to the animal farm.</li> </ul>	<p>As a class, learners are guided to visit the school farm or any other nearby farm with animals</p> <p>In groups, learners are guided to identify how people treat animals inhumanely</p>	Which forms of animals handling are common in your community?	<p>Video clips</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 52-53</u></b></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	3	Animal Production	Discussing and analyzing inhumane treatment of animals	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify inhumane animal treatment.</li> <li>b) Discuss and analyzing inhumane treatment of animals.</li> <li>c) Have a desire to handle animals humanely.</li> </ul>	<p>In groups, learners are guided to identify inhumane animal treatment</p> <p>In groups, learners are guided to discuss and analyzing inhumane treatment of animals.</p>	What is the importance of handling animals humanely?	<p>Video clips</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 53-54</u></b></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
7	1	Animal Production	Defending animals against mistreatment	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify humane ways of handling animals.</li> <li>b) Discuss ways of defending animals against mistreatment.</li> <li>c) Defend animals against mistreatment.</li> </ul>	<p>Learners are guided to identify humane ways of handling animals</p> <p>In groups, learners are guided to identify areas in your community where animals are mistreated.</p> <p>In groups, learners are guided to discuss ways of defending animals against mistreatment</p>	How will you defend animals against mistreatment?	<p>Video clips</p> <p>Realia</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 54-55</u></b></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	2	Animal Production	Demonstrating humane and safe animal handling	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Visit an animal handler in the school or the community.</li> <li>b) Demonstrate the safe and humane handling of animals.</li> <li>c) Appreciate ways of humane handling of animals.</li> </ul>	<p>As a class, learners are guided to visit an animal handler in the school or the community</p> <p>In groups, learners to demonstrate the safe and humane handling of animals</p>	Which body parts are safe to handle when attending to animals for example when deworming or treating them?	<p>Video clips</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 55</u></b></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	3	Animal Production	Role playing humane handling of animals	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify areas in your community where animals are mistreated.</li> <li>b) Role play humane handling of animals.</li> <li>c) Appreciate ways of humane handling of animals</li> </ul>	<p>In groups, learners are guided to identify areas in your community where animals are mistreated</p> <p>In groups, learners are guided to role play humane handling of animals.</p>	Which animal parts are sensitive to handle?	<p>Video clips</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 55-56</u></b></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
8				<b>HALF TERM BREAK</b>	<b>HALF TERM BREAK</b>	<b>HALF TERM BREAK</b>			
9	1	Animal Production	Creating awareness on the importance of treating animals humanely	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Create messages for defending animals against inhumane treatment.</li> <li>b) Share the cards with the members of the school and the neighbouring community.</li> </ul>	<p>In groups, learners to create messages for defending animals against inhumane treatment.</p> <p>In groups, learners to share the cards with the members of the school and the neighbouring community</p>	How can we stop animal mistreatment?	<p>Video clips</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices.</p> <p><b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 56-57</u></b></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

				c) Have a desire to handle animals humanely.					
	2	Animal Production	Assessment	By the end of the lesson, the learner should be able to: a) Answer topical questions correctly.	Learners are guided to answer topical questions correctly		Assessment books <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 23-24</b>	Oral questions Oral Report Observation	
	3	Animal Production	General management of pets	By the end of the lesson, the learner should be able to: a) Name some of the pets they know. b) Discuss the importance of pets. c) Draw some of the common pets they know. d) Have a desire to own a pet.	In groups, learners are guided to name some of the pets they know  In groups, learners are guided to discuss the importance of pets.  In groups, learners are guided to draw some of the common pets they know	Which pets do you have at home or are common in your community?	Video clips Pictures Digital devices Computing devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 58-59</b>	Oral questions Oral Report Observation	
10	1	Animal Production	Identifying pets in the community	By the end of the lesson, the learner should be able to: a) Visit to the neighbouring community to explore the pets reared in households. b) Make summary notes as they explore the pets reared in the community. c) Enjoy the visit to the neighbouring.	As a class, learners are guided to visit to the neighbouring community to explore the pets reared in households  In groups, learners are guided to make summary notes as they explore the pets reared in the community	Why do people acquire pets?	Video clips Realia Pictures Computing devices Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 58-59</b>	Oral questions Oral Report Observation	
	2	Animal Production	Factors considered when selecting a pet for rearing	By the end of the lesson, the learner should be able to: a) Identify factors considered when selecting a pet for rearing. b) Fill in the table in learner's book. c) Appreciate the factors to consider when selecting a pet for rearing.	As a class, learners are guided to identify factors considered when selecting a pet for rearing  As a class, learners are guided to fill in the table in learner's book	Which factors do you consider when selecting a pet for rearing?	Video clips Pictures Computing devices Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 59-60</b>	Oral questions Oral Report Observation	
	3	Animal Production	Acquiring pets	By the end of the lesson, the learner should be able to: a) List ways in which people acquire pets. b) Read the conversion in learner's book. c) Discuss ways of acquiring pets. d) Appreciate ways of acquiring pets.	In groups, learners are guided to list ways in which people acquire pets  In groups, learners are guided to read the conversion in learner's book.  In groups, learners are guided to discuss ways of acquiring pets.	How do people acquire pets in your community?	Video clips Realia Pictures Computing devices Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 61</b>	Oral questions Oral Report Observation	
11	1	Animal Production	Management practices for pets	By the end of the lesson, the learner should be able to: a) Identify various ways of managing pets. b) Discuss importance of carrying out each management practice. c) Appreciate the importance of management practices.	In groups, learners are guided to identify various ways of managing pets  In groups, learners are guided to discuss importance of carrying out each management practice	What is the importance of carrying out each management practice in the pictures?	Video clips Realia Pictures Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 61-62</b>	Oral questions Oral Report Observation	
	2	Animal Production	Management practices for pets	By the end of the lesson, the learner should be able to: a) Watch videos on how pets are managed. b) Discuss management practices in rearing pets they observed in the videos. c) Discuss the importance of taking care of pets. d) Appreciate the importance of taking care of pets.	In groups, learners are guided to watch videos on how pets are managed  In groups, learners are guided to discuss management practices in rearing pets they observed in the videos.  In groups, learners are guided to discuss the importance of taking care of pets.	Which pets did you see in the video?  Why is it important to take care of pets?	Video clips Realia Pictures Digital devices <b>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 62</b>	Oral questions Oral Report Observation	

	3	Animal Production	Excursion	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Tour the neighbourhood community to observe pets.</li> <li>Observe how people take care of pets by applying various pet management practices.</li> <li>Have fun and enjoy the excursion.</li> </ol>	<p>In groups, learners to tour the neighbourhood community to observe pets</p> <p>In groups, learners to observe how people take care of pets by applying various pet management practices.</p>	<p>How will you apply what you learnt about managing pets?</p>	<p>Video clips  Realia  Pictures  Digital devices  Computing devices.  <b><u>Spark; StoryMoja, Agriculture Learner's Book Grade 7 pg. 62-63</u></b></p>	<p>Oral questions  Oral Report  Observation</p>	
12	<b>REVISION</b>								
13	<b>ASSESSMENT</b>								