



AGRICULTURE SCHEME OF WORK GRADE 6 TERM 1

NAME	
TSC NO.	
SCHOOL	

AGRICULTURE SCHEME OF WORK GRADE 6 TERM 1

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	AGRICULTURE	1	

Week	Lesson	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: <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> ▪ 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) 	StoryMoja; Know More; Agriculture Learner’ s Book Grade 6 pg. 1-2 Video clips Realia Pictures Charts Realia Computing devices Digital devices	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: <ul style="list-style-type: none"> • Identify types of soil erosion in the environment. 	Which are the four main types of soil erosion?	<ul style="list-style-type: none"> ▪ Learners are guided to identify types of soil erosion in the environment. ▪ In groups, learners are guided to take a tour around the 	StoryMoja; Know More; Agriculture Learner’ s Book Grade 6 pg. 3 Video clips Realia	Oral questions Oral Report Observation	

				<ul style="list-style-type: none"> 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. 		school compound or neighborhood and use digital devices to take pictures of the identified eroded sites.	Pictures Charts Realia Computing devices Digital devices		
	3	Conserving our environment	Demonstrate splash and sheet erosion	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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. 	StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 4-5 Water Soil samples Video clips Realia Pictures Charts Realia Computing devices Digital devices	Oral questions Oral Report Observation	
2	1	Conserving our environment	Demonstrate rill and gully erosion	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> State the difference between rill and gully 	What is the difference between rill and gully erosion?	<ul style="list-style-type: none"> In groups, learners are guided to watch a video clip on rill and gully erosion. Learners are guided 	StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 5-6 Water	Oral questions Oral Report Observation	

				<p>erosion.</p> <ul style="list-style-type: none"> • Demonstrate rill and gulley erosion. • Have fun and enjoy experimenting rill and gulley erosion. 		<p>to state the difference between rill and gulley erosion.</p> <ul style="list-style-type: none"> ▪ In groups, learners are guided to demonstrate rill and gulley erosion. 	<p>Soil samples Shovel Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>		
	2	Conserving our environment	How to control splash and sheet erosion	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Why is it important to cover the soil with grass or leaves?</p> <p>How can you help the community to control soil erosion?</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 6-7</p> <p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Conserving our environment	Controlling soil erosion within the school or community	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the methods he/she can use to control soil erosion in 	<p>What are the ways of controlling soil erosion?</p> <p>What can the community do</p>	<ul style="list-style-type: none"> ▪ In groups, learners are guided to plant tree seedlings on a particular site in the school or the community that has been eroded 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 7-9</p> <p>Seedlings Jerricans</p>	<p>Oral questions Oral Report Observation</p>	

				<p>the environment.</p> <ul style="list-style-type: none"> Plant tree seedlings on a particular site in the school or the community that has been eroded. Have fun and enjoy planting trees. 	to prevent soil erosion?	(Remember to water the trees regularly)	<p>Slashers Jembes Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>		
3	1	Conserving our environment	Water conservation; Types of seedbeds	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 10-11</p> <p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	

						Maisha Bora village.			
	2	Conserving our environment	Identify types of seedbeds that conserve soil moisture	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify types of seedbeds that conserve soil moisture. Prepare shallow pits and sunken beds. Appreciate types of seedbeds that conserve moisture. 	<p>How do sunken beds and shallow pits conserve moisture?</p> <p>What will happen to plants and animals if soil moisture is not conserved?</p>	<ul style="list-style-type: none"> Learners are guided to identify types of seedbeds that conserve soil moisture. In groups, learners are guided to prepare shallow pits and sunken beds. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 12-13</p> <p>Seedlings Gloves Gumboots Rakes Jembes Video clips Realia Pictures Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Conserving our environment	Importance of conserving soil moisture	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> State the importance of conserving soil moisture. Compose songs, poems or verses on methods of soil moisture conservation. Appreciate the 	<p>What are the benefits of conserving moisture in the soil?</p>	<ul style="list-style-type: none"> 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 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 13-14</p> <p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	

				importance of conserving soil moisture.		conservation. <ul style="list-style-type: none"> 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. 			
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: <ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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. 	StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 15-16 Video clips Realia Pictures Charts Realia Computing devices Digital devices	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:	What did you learn from the story?	<ul style="list-style-type: none"> In pairs, learners are guided to read the story about Mwangaza area and 	StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 16-20	Oral questions Oral Report Observation	

				<ul style="list-style-type: none"> • 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. 		<p>discuss the questions that follow.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>		
	3	Conserving our environment	Making presentations	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	How to make a presentation about deterrents?	<ul style="list-style-type: none"> ▪ 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 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 20-21</p> <p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	

				<p>photographs.</p> <ul style="list-style-type: none"> • Have fun and enjoy making a presentation. 		<p>photographs.</p>			
5	1	Conserving our environment	Establishing deterrents	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Which small wild animals can be controlled using various deterrents?</p> <p>What would happen if small wild animals are not controlled?</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 21</p> <p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	2	Conserving our environment	Innovative sound device	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • List the materials needed to make an innovative sound device. • Construct an innovative sound 	<p>How can we construct an innovative sound device?</p>	<ul style="list-style-type: none"> ▪ 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 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 22</p> <p>Metallic tins Pieces of wire Metallic rods/old spoons Video clips</p>	<p>Oral questions Oral Report Observation</p>	

				<p>device.</p> <ul style="list-style-type: none"> • Have fun and enjoy constructing an innovative sound device. 		<p>innovative sound device.</p> <ul style="list-style-type: none"> ▪ In groups, learners are guided to construct an innovative sound device. 	<p>Realia Pictures Charts Realia Computing devices Digital devices</p>		
	3	Conserving our environment	Scarecrow	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 22-23</p> <p>Tins Sticks Wires Video clips Realia Pictures Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
6	1	Conserving our environment	Barbed wire fence	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Outline the steps to 	How do we construct a barbed wire fence?	<ul style="list-style-type: none"> ▪ Learners are guided to list the materials needed to construct a barbed wire fence. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 23-24</p>	<p>Oral questions Oral Report Observation</p>	

				<p>follow when constructing a barbed wire fence.</p> <ul style="list-style-type: none"> • Construct a barbed wire fence. • Appreciate the importance of a barbed wire fence. 		<ul style="list-style-type: none"> ▪ 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 	<p>Barbed wire Posts Nails Video clips Realia Pictures Computing devices Digital devices</p>		
	2	Conserving our environment	Thorny fence	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>What is a thorny fence? How to create a thorny fence?</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 24-25</p> <p>Seedlings Jembes Water Video clips Realia Pictures Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Conserving our environment	A safe trap	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Outline the steps to follow when constructing a safe trap 	<p>How is a safe trap for small wild animals constructed?</p>	<ul style="list-style-type: none"> ▪ Learners are guided to list the materials needed to construct a safe trap for wild animals. ▪ Learners are guided 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 25-26</p> <p>Video clips</p>	<p>Oral questions Oral Report Observation</p>	

				<p>for wild animals.</p> <ul style="list-style-type: none"> • Construct a safe trap for wild animals. • Have fun and enjoy constructing a safe trap for wild animals 		<p>to outline the steps to follow when constructing a safe trap for wild animals.</p> <ul style="list-style-type: none"> ▪ In groups, learners are guided to construct a safe trap for wild animals 	<p>Realia Pictures Charts Realia Computing devices Digital devices</p>		
7	1	Conserving our environment		<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 27-28</p> <p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	2	Conserving our environment		<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify areas where he/she can obtain planting materials for establishing creeping crops. 	How to collect planting materials for the creeping crops?	<ul style="list-style-type: none"> ▪ Learners are guided to identify areas where he/she can obtain planting materials for establishing creeping crops. ▪ In groups, learners 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 29 Seedlings</p> <p>Video clips Realia</p>	<p>Oral questions Oral Report Observation</p>	

				<ul style="list-style-type: none"> Collect planting materials for the creeping crops he/she has chosen to establish. Have fun and enjoy collecting planting materials for creeping crops. 		are guided to collect planting materials for the creeping crops he/she has chosen to establish.	Pictures Charts Realia Computing devices Digital devices		
	3	Conserving our environment		By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> Learners are guided to name some examples of creeping crops. In groups, learners are guided to prepare and establish planting materials for creeping crops. 	StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 30-31 Water Seeds Containers Sieve sacks Jembes Manure Video clips Computing devices Digital devices	Oral questions Oral Report Observation	
8	1	Conserving our environment		By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> Mention the ways he/she can protect young creeping crops from physical damage 	What are the ways of protecting young creeping crops from physical damage or	<ul style="list-style-type: none"> Learners are guided to mention the ways he/she can protect young creeping crops from physical damage or excessive heat. 	StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 31-32 Old nets	Oral questions Oral Report Observation	

				<p>or excessive heat.</p> <ul style="list-style-type: none"> • 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. 	excessive heat?	<ul style="list-style-type: none"> ▪ 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. 	<p>Twigs Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>		
	2	Conserving our environment		<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 32</p> <p>Nylon strings Long sticks Video clips Realia Pictures Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Conserving our environment		<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • State the importance of watering seedling 	What is the importance of watering the seedlings every day?	<ul style="list-style-type: none"> ▪ Learners are guided to state the importance of watering seedling every day. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 33</p>	<p>Oral questions Oral Report Observation</p>	

				<p>every day.</p> <ul style="list-style-type: none"> • Practice watering young creeping crops using drip irrigation. • Appreciate the importance of watering seedlings every day. 	<p>How to water young creeping crops using drip irrigation?</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>		
9	1	Conserving our environment	Applying manure on the creeping crops	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Why should we apply manure on creeping crops?</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 33-34</p> <p>Manure Shovels Empty sacks/old buckets/wheelbarrows Video clips Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	

	2	Conserving our environment	Weeding	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> Define the meaning of weeding. Demonstrate and practice weeding of the creeping crops he/she planted. Appreciate the importance of weeding. 	<p>What is weeding?</p> <p>Why is weeding important to growing plants?</p>	<ul style="list-style-type: none"> 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. 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 34</p> <p>Jembes Video clips Realia Pictures Charts Realia Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Conserving our environment	Growing creeping crops in the community	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> State the importance of creeping crops. Recite a poem on the importance of creeping crops. Appreciate the importance of creeping crops. 	<p>Why are creeping crops important?</p>	<ul style="list-style-type: none"> 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 	<p>StoryMoja; Know More; Agriculture Learner' s Book Grade 6 pg. 35-36</p> <p>Jembes Seeds Water Organic manure Video clips Realia Pictures Computing devices Digital devices</p>	<p>Oral questions Oral Report Observation</p>	

10		END TERM ASSESSMENT		
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