Grade 11 Geography

Term 2 - 47 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

47 complete, ready-to-teach Grade 11 Geography lesson plans for Term 2, covering climate, vegetation, weathering, mass wasting and soils.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Climate	11
2.3	Vegetation	10
2.4	Weathering	8
2.5	Mass Wasting	8
2.6	Soils	10

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Climate and the factors influencing it

By the end of the lesson, the learner should be able to: a) explain the meaning of climate; b) explain the factors that influence climate

> **Climate and its factors**
> Climate is the average weather conditions of a place over a long period, usually 30 to 35 years.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Climate and the factors influencing it

Strand 2.0 Natural Systems and Processes > Sub-strand 2.2 Climate | Lesson 1 of 11 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the meaning of climate; b) explain the factors that influence climate

KEY INQUIRY QUESTION(S)

- Why global attention on climate change?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Prevention of global warming**	Developed through the activities in this lesson.
PCI	**Road safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

World map outlines, atlases and coloured pencils | Climate graphs (temperature and rainfall) of sample stations | Digital devices for videos and research (where available)

ORGANISATION OF LEARNING

Whole class for introductions; pairs with atlases for map work; groups of four, each researching one climate type and teaching the class; groups of five for the climate change project; whole class for the resource person.

KEY WORDS

climate | climatic region | Koppen classification | Thornthwaite classification | precipitation effectiveness | equatorial | savanna | Mediterranean | continental | polar | climate change | greenhouse gas | mitigation | adaptation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Kisumu and Nyeri are both close to the Equator, yet their climates differ. Why?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Climate and its factors" (key ideas on the next page), explaining as you go. Use world map outlines, atlases and coloured pencils, climate graphs (temperature and rainfall) of sample stations, digital devices for videos and research (where available). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How does a cold ocean current affect a coastal climate?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Climate and its factors

Climate is the average weather conditions of a place over a long period, usually 30 to 35 years.

Factors influencing climate: latitude (places near the Equator receive more direct sunlight and are hotter); altitude (temperature falls with height); distance from the sea (coastal places have smaller temperature ranges and more moisture); ocean currents (warm currents raise temperature and rainfall, cold currents cause dry coasts, e.g. the Namib Desert); prevailing winds (onshore moist winds bring rain); relief and aspect (windward slopes are wetter, leeward slopes drier - rain shadow); large water bodies (e.g. Lake Victoria's influence on rainfall around it); vegetation and human activities.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define climate.	**The average weather conditions of a place over a long period, usually 30-35 years.**
2	Explain how altitude influences climate.	**Temperature falls with increasing height, so high places are cooler.**

3	What is a rain shadow?	**The dry leeward side of a mountain, sheltered from moist winds.**
4	How does a cold ocean current affect a coastal climate?	**It cools the air and reduces rainfall, causing dry conditions.**

WATCH OUT FOR

Learners name only latitude. In Kenya altitude and relief often matter more.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the meaning of climate confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the meaning of climate accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the meaning of climate, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the meaning of climate without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a diagram of a mountain with windward and leeward sides to label.
Learners ready for more	Explain why the area east of Mount Kenya receives more rain than parts to the north-west. (Answer: The eastern and south-eastern slopes face moist winds from the Indian Ocean (windward); the north-west lies in a rain shadow)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

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HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "climate and the factors influencing it" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Koppen's classification of climate

Strand 2.0 Natural Systems and Processes > Sub-strand 2.2 Climate | Lesson 2 of 11 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe Koppen's classification of climate; b) identify the five main Koppen climate groups

KEY INQUIRY QUESTION(S)

- Why global attention on climate change?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "How would you group all the climates of the world into a few types?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Koppen's classification" (key ideas on the next page), explaining as you go. Use world map outlines, atlases and coloured pencils, climate graphs (temperature and rainfall) of sample stations, digital devices for videos and research (where available). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which group has evaporation exceeding precipitation?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Koppen's classification

Wladimir Koppen classified climates using mean monthly temperature and precipitation and their effect on natural vegetation. He used capital letters for five main groups:

A - Tropical (humid) climates: every month warm (coolest month 18 degrees C or more); e.g. tropical rainforest (Af), monsoon (Am), tropical savanna or wet and dry (Aw).

B - Dry climates: evaporation exceeds precipitation; hot and cold deserts (BW) and steppes or semi-arid (BS).

C - Temperate (warm temperate) climates: mild winters; e.g. Mediterranean (Cs), humid subtropical (Cfa), marine west coast (Cfb).

D - Continental (cold temperate) climates: cold winters and warm summers in large land masses of the northern hemisphere.

E - Polar climates: warmest month below 10 degrees C; tundra (ET) and ice cap (EF).

Further small letters show the rainfall pattern (f - rain all year, s - dry summer, w - dry winter).