

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 GEOGRAPHY  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Geography Grade 10 Curriculum Design (KICD)
2. Approved Geography Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP Geography Grade 10

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

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## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 GEOGRAPHY.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **MAP WORK** | Sub-Strand: **Topographic Maps**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Geography
<b>GRADE</b>	10
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	MAP WORK
<b>SUB-STRAND</b>	Topographic Maps
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Read b) Interpret c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	How read map?
<b>CORE COMPETENCY</b>	Communication; Critical Thinking; Self-Efficacy
<b>VALUES</b>	Respect, Responsibility, Patience
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Values Education
<b>LEARNING RESOURCES</b>	Maps

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Topographic Maps by writing the key inquiry question on the board: "How read map?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to read. Display the resources for the lesson (Maps) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Map exercises. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Read". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. explain the key idea of Topographic Maps with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How read map?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Interpret". Invite one or two

	volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Topographic Maps together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Topographic Maps independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Topographic Maps? (2) How would you answer "How read map?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Topographic Maps in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **MAP WORK** | Sub-Strand: **Scale and Distance**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Geography
<b>GRADE</b>	10
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	MAP WORK
<b>SUB-STRAND</b>	Scale and Distance
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Calculate b) Apply c) Build technique
<b>KEY INQUIRY QUESTION(S)</b>	How measure?
<b>CORE COMPETENCY</b>	Communication; Critical Thinking; Self-Efficacy
<b>VALUES</b>	Respect, Responsibility, Patience
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Values Education
<b>LEARNING RESOURCES</b>	Maps

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Scale and Distance by writing the key inquiry question on the board: "How measure?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to calculate. Display the resources for the lesson (Maps) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Worked examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Calculate". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. explain the key idea of Scale and Distance with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How measure?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Scale and Distance together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes)

	for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Scale and Distance independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build technique".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Scale and Distance? (2) How would you answer "How measure?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Scale and Distance in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 10 GEOGRAPHY TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Map Work	Topographic Maps	a) Read b) Interpret c) Apply	How read map?	Map exercises	Maps	Written, peer
1	2	Map Work	Scale and Distance	a) Calculate b) Apply c) Build technique	How measure?	Worked examples	Maps	Written, peer
1	3	Map Work	Direction and Bearing	a) Apply b) Calculate c) Build skill	How navigate?	Worked examples	Compass	Practical, peer
2	1	Physical Geography	Earth Structure	a) Layers b) Apply c) Build understanding	What is inside earth?	Diagrams	Diagrams	Written, oral
2	2	Physical Geography	Plate Tectonics	a) Define b) Effects c) Apply	How plates move?	Discuss; demonstrate	Models	Practical, peer
2	3	Physical Geography	Earthquakes	a) Causes b) Effects c) Apply	Why quakes?	Discuss; case study	Articles	Oral, peer
3	1	Physical Geography	Volcanoes	a) Causes b) Types c) Apply	Why eruptions?	Discuss; demonstrate	Models	Oral, peer
3	2	Physical Geography	Mountains	a) Formation b) Types c) Apply	How mountains form?	Discuss; pictures	Pictures	Oral, peer
3	3	Physical Geography	Weathering	a) Types b) Effects c) Apply	How rocks break?	Demonstrate	Samples	Practical, peer
4	1	Climate	Weather Elements	a) Identify b) Measure c) Apply	How measure weather?	Demonstrate	Instruments	Practical, peer
4	2	Climate	Climate of Kenya	a) Zones b) Factors c) Apply	How climate varies?	Map study	Maps	Written, peer
4	3	Climate	Climate Change	a) Causes b) Effects c) Apply	Why climate changing?	Discuss; case study	Articles	Oral, peer
5	1	Hydrology	Water Cycle	a) Stages b) Apply c) Build understanding	How water cycles?	Diagrams	Diagrams	Written, peer
5	2	Hydrology	Rivers	a) Stages b) Features c) Apply	How rivers flow?	Discuss; field	Maps	Oral, peer
5	3	Hydrology	Lakes and Oceans	a) Identify b) Importance c) Apply	How important?	Map study	Maps	Written, peer
6	1	Population	Distribution	a) Map b) Factors c) Apply	Where people live?	Map study	Maps	Written, peer
6	2	Population	Migration	a) Causes b) Effects c) Apply	Why migrate?	Discuss; case study	Articles	Oral, peer
6	3	Population	Urbanisation	a) Define b) Effects c) Apply	Why cities grow?	Discuss; case study	Pictures	Oral, peer

7	1	Economic Geography	Agriculture	a) Types b) Distribution c) Apply	How farming?	Map study	Maps	Written, peer
7	2	Economic Geography	Manufacturing	a) Locate industries b) Factors c) Apply	Where industries?	Map study	Maps	Written, peer
7	3	Economic Geography	Tourism	a) Identify b) Importance c) Apply	Why tourism?	Discuss; case study	Pictures	Oral, peer
8	1	Resources	Water	a) Sources b) Conservation c) Apply	How conserve?	Discuss; pair plan	Charts	Oral, peer
8	2	Resources	Forests	a) Importance b) Conservation c) Apply	Why save?	Discuss; pair plan	Pictures	Oral, peer
8	3	Resources	Minerals	a) Identify b) Locate c) Apply	What minerals?	Map study	Maps	Written, peer
9	1	Field Work	Planning	a) Plan b) Materials c) Apply	How plan field work?	Plan; pair share	Notebooks	Written, peer
9	2	Field Work	Data Collection	a) Methods b) Apply c) Build technique	How collect?	Field practical	Field	Practical, peer
9	3	Field Work	Reporting	a) Analyse b) Report c) Apply	How report?	Templates	Templates	Written, peer
10	1	Environmental Issues	Pollution	a) Identify b) Effects c) Apply	How combat pollution?	Discuss; pair plan	Articles	Oral, peer
10	2	Environmental Issues	Deforestation	a) Causes b) Effects c) Apply	Why deforestation?	Discuss; case study	Articles	Oral, peer
10	3	Environmental Issues	Sustainability	a) Define b) Practices c) Apply	How sustainable?	Discuss; pair plan	Articles	Oral, peer
11	1	Geographic Skills	Map Practice	a) Practise b) Time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
11	2	Geographic Skills	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Geographic Skills	Mock Paper 2	a) Improve b) Apply strategies c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

