REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 AGRICULTURE

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

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

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Agriculture Grade 7 Curriculum Design (KICD)
2. Approved Agriculture Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Agriculture Grade 7

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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 7 AGRICULTURE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOIL** | Sub-Strand: **Types of Soil**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	7
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	SOIL
SUB-STRAND	Types of Soil
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify types b) Compare properties c) Apply
KEY INQUIRY QUESTION(S)	How soils differ?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Soil samples

ORGANISATION OF LEARNING	
INTRODUCTION	(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 Types of Soil by writing the key inquiry question on the board: "How soils differ?". 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 identify types. Display the resources for the lesson (Soil samples) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Examine samples. 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: "Identify types". 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.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Types of Soil 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 soils differ?" and answer it now

	using the example you just completed. Connect explicitly to the SLO: "Compare properties". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Types of Soil 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.
STEP 4	(7 min) Independent application and formative assessment. apply Types of Soil 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".
CONCLUSION	(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 Types of Soil? (2) How would you answer "How soils differ?" 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.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Types of Soil 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.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **SOIL** | Sub-Strand: **Soil Properties**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	7
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	SOIL
SUB-STRAND	Soil Properties
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Test colour b) Test texture c) Apply
KEY INQUIRY QUESTION(S)	How test soil?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Soil, water

ORGANISATION OF LEARNING	
INTRODUCTION	(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 Soil Properties by writing the key inquiry question on the board: "How test soil?". 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 test colour. Display the resources for the lesson (Soil, water) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Practical tests. 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: "Test colour". 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.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Soil Properties 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 test soil?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Test texture". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Soil Properties 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.
STEP 4	(7 min) Independent application and formative assessment. apply Soil Properties 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".
CONCLUSION	(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 Soil Properties? (2) How would you answer "How test soil?" 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.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Soil Properties 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.
REFLECTION ON THE LESSON	_____

— 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.

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SECTION B: SCHEME OF WORK — GRADE 7 AGRICULTURE 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	Soil	Types of Soil	a) Identify types b) Compare properties c) Apply	How soils differ?	Examine samples	Soil samples	Practical, oral
1	2	Soil	Soil Properties	a) Test colour b) Test texture c) Apply	How test soil?	Practical tests	Soil, water	Practical, peer
1	3	Soil	Soil Fertility	a) Define b) Test for nutrients c) Build understanding	Why fertility matters?	Demonstrate; pair test	Test kit	Practical, peer
2	1	Soil	Soil Conservation	a) Identify methods b) Apply c) Build values	How conserve soil?	Discuss; pair plan	Charts	Oral, peer
2	2	Soil	Erosion Control	a) Identify causes b) Apply solutions c) Apply	How prevent erosion?	Demonstrate; field visit	Field visit	Practical, peer
2	3	Soil	Composting	a) Make compost b) Use c) Build practice	How make compost?	Demonstrate; pair make	Materials	Practical, peer
3	1	Crop Production	Selecting Seeds	a) Identify quality b) Test germination c) Apply	How test seed?	Test germination	Seeds, water	Practical, peer
3	2	Crop Production	Land Preparation	a) Clear land b) Dig c) Apply	How prepare land?	Demonstrate; field practical	Tools	Practical, peer
3	3	Crop Production	Planting	a) Spacing b) Depth c) Build technique	How plant correctly?	Demonstrate; pair plant	Seeds	Practical, peer
4	1	Crop Care	Weeding	a) Identify weeds b) Remove c) Build skill	How weed?	Demonstrate; field	Tools	Practical, peer
4	2	Crop Care	Watering	a) State needs b) Schedule c) Apply	How water?	Demonstrate; pair water	Watering can	Practical, peer
4	3	Crop Care	Pest Control	a) Identify pests b) Control c) Apply	How control pests?	Demonstrate; pair plan	Charts	Practical, peer
5	1	Harvesting	Maturity	a) Identify b) Harvest c) Apply	How harvest at right time?	Demonstrate; field	Sample crops	Practical, peer
5	2	Harvesting	Post-Harvest Handling	a) Sort b) Store c) Build practice	How store safely?	Demonstrate; pair store	Storage	Practical, peer
5	3	Harvesting	Marketing	a) Identify markets b) Price c) Apply	How sell well?	Discuss; case study	Cases	Oral, peer
6	1	Animal Husbandry	Common Animals	a) Identify b) State purpose c) Apply	What animals farmed?	Discuss; pictures	Pictures	Oral, written
6	2	Animal Husbandry	Housing	a) Build simple house b) Apply hygiene c) Build skill	How house?	Demonstrate; field	Materials	Practical, peer

6	3	Animal Husbandry	Feeding	a) Feed types b) Schedule c) Apply	How feed?	Demonstrate; pair feed	Feed	Practical, peer
7	1	Animal Husbandry	Animal Health	a) Identify diseases b) Prevent c) Apply	How prevent disease?	Discuss; vet talk	Vet	Oral, peer
7	2	Animal Husbandry	Vaccination	a) State importance b) Apply c) Build practice	Why vaccinate?	Discuss; demonstrate	Vaccines (model)	Oral, peer
7	3	Animal Husbandry	Animal Products	a) Identify b) Process c) Apply	What products?	Examples; pair classify	Pictures	Oral, peer
8	1	Poultry	Types	a) Identify breeds b) Compare c) Apply	What breeds?	Examples; pair classify	Pictures	Oral, peer
8	2	Poultry	Brooder Management	a) Set up b) Maintain c) Apply	How brood chicks?	Demonstrate; field	Brooder	Practical, peer
8	3	Poultry	Egg Production	a) State needs b) Collect c) Apply	How get eggs?	Discuss; visit	Eggs	Oral, practical
9	1	Horticulture	Vegetables	a) Identify b) Plant c) Apply	What vegetables?	Plant garden	Seeds, garden	Practical, peer
9	2	Horticulture	Fruits	a) Identify b) Plant tree c) Apply	How plant fruit tree?	Demonstrate; field	Tree, tools	Practical, peer
9	3	Horticulture	Greenhouse Basics	a) Identify b) Build c) Apply	How greenhouse works?	Discuss; visit	Pictures	Oral, peer
10	1	Tools and Machinery	Hand Tools	a) Identify b) Maintain c) Apply	How maintain?	Demonstrate; pair maintain	Tools	Practical, peer
10	2	Tools and Machinery	Simple Machines	a) Identify b) Use c) Apply	What machines?	Examples; pair use	Pictures	Practical, peer
10	3	Tools and Machinery	Safety	a) State rules b) Apply c) Build culture	Why safety?	Discuss; pair quiz	Charts	Oral, peer
11	1	Agribusiness	Farm Records	a) Keep records b) Apply c) Build practice	How record?	Worked examples	Notebooks	Written, peer
11	2	Agribusiness	Farm Planning	a) Plan year b) Calculate c) Apply	How plan?	Templates	Templates	Written, peer
11	3	Agribusiness	Marketing Produce	a) Identify markets b) Negotiate c) Apply	How sell?	Discuss; role play	Cases	Role play, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Practical tasks 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