**THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

**SCHEME OF WORK**

SCHOOL’S NAME:

TEACHER’S NAME:

CLASS: **FIVE**

SUBJECT: **SOCIAL STUDIES**

TERMS**: 1ST AND 2ND**

YEAR: **2023**

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| MAIN COMPETENCE | SPECIFIC COMPETENCE | TEACHING ACTIVITIES | MONTH | WEEK | PERIODS | REFERENCE | TEACHING AIDS | EVALUATION TOOLS | REMARKS |
| 1.0 RECOGNIZE DIFFERENT EVENTS OCCURING IN HIS/HER ENVIRONMENT | **1.1 To conserve the environment of the surrounding society**  a) To assess the environmental degradation | Facilitating each pupil to explain the concept of environmental degradation | **JANUARY** | 1 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the impact of economic activities on the environment |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the strategies of dealing with environmental degradation caused by economic activities | **JANUARY** | 2 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.1 To conserve the environment of the surrounding society**  a) To analyse the preservation of sources of water | Facilitating each pupil to explain the concept of sources of water |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain actions causing destruction of sources of water? |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain actions causing destruction of sources of water? | **JANUARY** | 3 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the impact caused by destruction of sources of water |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the methods used to protect water sources of water in the surrounding areas |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the methods used to protect water sources of water in the surrounding areas |  | 4 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.2 Keep records of historical events**  a) to analyse historical events | Facilitating each pupil to identify historical events that occurred in Tanzania | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the sources of historical events |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the sources of historical events |  | 5 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.2 Keep records of historical events**  b) to elaborate on historical events record keeping | Facilitating each pupil to collect and write historical information in the surrounding environment |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain methods of taking historical records |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain methods of taking historical records | **FEBRUARY** | 6 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify areas in Tanzania where historical are kept |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Use knowledge of weather condition in daily activities**  a) To elaborate the concept of wind | Facilitating each pupil to explain the indicators of wind in the environment | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to mention the benefits of wind to the people and environment |  | 7 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Use knowledge of weather condition in daily activities**  b) Wind measuring | Facilitating each pupil to explain the tools used to measure wind |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the steps to follow in measuring wind | **FEBRUARY** | 8 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to draw the tools which are used to measure the speed of the wind |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to create a model which is used to measure wind direction |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **2. Recognize principles of patriotism in the society** | **2.1 Promote Tanzanian culture**  a) to identify elements of culture | Facilitating each pupil to explain the concept of culture | **MARCH** | 9 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the importance of culture in the society |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate factors which affect our culture | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate factors which affect our culture |  | 10 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify elements of culture available in the society where he/she lives |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify elements of culture available in the society where he/she lives |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to | **MARCH** | 11 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  |  | **14** | **FIRST MIDTERM EXAMS**  **CLOSING DAY 26TH/ 03/2023** | | | |  |
|  |  |  |  |  | **OPENING DAY 12TH /04/2023** | | | |  |
|  |  | Facilitating each pupil to classify the contributions of traders in the establishment of relationship between Tanzania and European countries up to 1961 | **APRIL** | 17 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.2 To build good relationship with the surrounding society**  c) to elaborate the results of the relationship between Tanganyika and European countries up to 1961 | Facilitating each pupil to identify the results of the relationship between Tanganyika and European countries up to 1961 economically | **APRIL** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse the results of the relationship between Tanganyika and European countries up to 1961 socially |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse the results of the relationship between Tanganyika and European countries up to 1961 socially |  | 18 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse the results of the relationship between Tanganyika and European countries up to 1961 politically |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Honour our heroes in the society**  a) to identify current invasion on African countries (economically, politically, socially and culturally) | Facilitating each pupil to explain the causes of current invasion in African countries (economically, politically, socially and culturally) | **MAY** | 19 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the causes of current invasion in African countries (economically, politically, socially and culturally) |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the methods which African countries used to protest against current invasion |  | 22 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Honour our heroes in the society**  b) to analyse African heroes who protested invasion in their countries | Facilitating each pupil to explain the characteristics of heroes | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to state the reasons for African heroes to protest invasion of African continent |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate the methods which were used by heroes to protest against invasion in African continent |  | 23 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **TERMINAL EXAMS** |  |  |  |  |  |  |  |  |
|  | **CLOSING DAY**  **OPENING DAY** | **4TH JUNE/2023**  **5TH JULY/2023** |  |  |  |  |  |  |  |
| **3. Apply the knowledge of maps and the solar system in the daily life** | **3.1 Use maps in different environment**  a) to use eight intercardinal points | Facilitating each pupil to draw the eight inter cardinal points of the world | **JULY** | 24 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to construct a model of eight inter cardinal points |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to use eight inter cardinal points of the earth to explain the direction of their neighbourhood and village from their school |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to use eight inter cardinal points of the earth to explain the direction of their neighbourhood and village from their school | **JULY** | 25 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.1 Use maps in different environment**  b) to draw a map of a village and ward | Facilitating each pupil to show boundaries | **JULY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to use eight inter cardinal points to read a map of a village and ward |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to use eight inter cardinal points to read a map of a village and ward |  | 26 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Recognize solar system**  a) to analyse the solar system | Facilitating each pupil to identify components of the solar system | **AUGUST** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the characteristics of the planet earth |  | 27 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the characteristics of the planet earth | **AUGUST** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  |  | **28** | **SECOND MIDTERM EXAMS** | | | |  |
|  |  |  |  |  | **CLOSING DAY 3RD SEPTEMBER/2023**  **20TH SEPTEMBER/2023** | | | |  |
|  | **3.2 Recognize solar system**  c) to elaborate the concept of low and high tides | Facilitating each pupil to explain the meaning of high and low tides | **SEPTEMBER** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse the reasons for high and low tides |  | 32 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate the impacts of high and low tides |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate the impacts of high and low tides |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **4. Apply economic principles in production activities** | **4.1 Value and preserve the resources of the country**  a) to identify the resources available in the region where he/she lives | Facilitating each pupil to identify the resources available in the region where he/she lives | **SEPTEMBER** | 33 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the resources available in the region where he/she lives |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to assess the contribution of resources in the development of region |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.1 Value and preserve the resources of the country**  b) to elaborate the strategies of protecting resources of the region | Facilitating each pupil to identify the actions of destructing resources in his/her region |  | 34 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to suggest ways of protecting the resources of a region |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Identify production activities in the society**  a) to differentiate the production activities that existed before and after independence | Facilitating each pupil to identify activities that existed before independence | **SEPTEMBER** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.3 Apply entrepreneurship skills in social activities**  a) to identify the activities practiced in areas with lakes, ocean, animal husbandry and industries | Facilitating each pupil to explain activities practised in areas with lakes and oceans | **OCTOBER** | 36 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse activities practised in urban areas |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse activities practised in urban areas |  | 37 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  | **NOVEMBER** |  | **GENERAL REVISIONS**  **ANNUAL EXAMS** | | | | |
|  |  |  | **DECEMBER** |  | **CLOSING DAY AND HOLIDAY 10TH DECEMBER/2023** | | | | |