**SCHEME OF WORK**

NAME OF THE SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME OF THE TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS: **SIX**SUBJECTS: **SOCIAL STUDIES** TERMS**: I AND II** YEAR: **2021**

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| N COMPETENCE | SPECIFIC COMPETENCE | TEACHING ACTIVITIES | MONTH | WEEK | PERIODS | REFERENCE | TEACHING AIDS | EVALUATION TOOLS | REMARKS |
| **RECOGNIZE EVENTS OCCURING IN THE SURROUNDING ENVIRONMENT** | **1.1 Conserve the environment of the surrounding society**  a) Analyse the hazards associated with environmental degradation | Facilitating each pupil to explain the concept of climate change | **JANUARY** | 1 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate the concept of global warning |  |  |  | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to suggest methods used to fight against hazards caused by environmental degradation | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.1 Conserve the environment of the surrounding society**  b) To assess the actions which deal with environmental degradation | Facilitating each pupil to elaborate methods to fight against environmental degradation |  | 2 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **Facilitating each pupil to identify the benefits obtained from using alternative energy in response to environmental degradation** |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the benefits obtained from using alternative energy in response to environmental degradation | **JANUARY** |  | 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 arrange events by considering the sequence of time. (for example from present to past) | Facilitating each pupil to collect information from different events |  | 3 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse information according to time |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **Facilitating each pupil to write and explain information of different events** |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to write and explain information of different events | **JANUARY** | 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**  b) To present the historical information of events | Facilitating each pupil to explain the methods of presenting information of different events |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to write and explain information of different events |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 To use knowledge of weather education in daily activities**  a) To identify components of weather | Facilitating each pupil to explain weather condition of an area where one lives | **FEBRUARY** | 7 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the weather conditions of Tanzania |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 To use knowledge of weather education in daily activities**  b) To measure the components of weather in a place where one lives | **Facilitating each pupil to visit the centre of weather condition in order to write various information about weather** |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to visit the centre of weather condition in order to write various information about weather | **FEBRUARY** | 8 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify equipment used to measure weather |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 To use knowledge of weather education in daily activities**  c) To analyze seasons of the year | Facilitating each pupil to identify seasons of the year |  | 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 activities practiced in the respective environment |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate the relationship between seasons of the year and the activities practiced in the environment | **FEBRUARY** |  | 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 analyse culture for life | **Facilitating each pupil to identify the ancient customs and traditions in the society** | **FEBRUARY** | 10 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the ancient customs and traditions 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 differentiate current customs and traditions from the past in the society | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify appropriate customs and traditions present in the current society |  | 11 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the impact of inappropriate traditions and customs 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 explain ways of fighting against bad customs and traditions |  | 12 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.1 Promote Tanzanian culture**  b) To describe the importance of culture in the society | **Facilitating each pupil to identify the benefits of culture in the society** | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the benefits of culture in the society |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.2 Build good relationship with the surrounding society**  a) To explain the concept of relationship between Tanzania and other African countries | Facilitating each pupil to explain the concept of relationship between Tanzania and African countries | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the reason for such relationship |  | 16 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the areas of relationship between Tanzania and other African countries (politically, socially, and economically) | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyze the benefits that Tanzania gain from other African countries due to relationship |  | 17 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to analyse the precautions to take after establishing the relationship |  | 18 | 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 assess the current liberation movements in our societies (economically, politically, socially, intellectually and culturally) | Facilitating each pupil to explain the current liberation movements | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate the challenges facing liberation |  | 19 | 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 | **Facilitating each pupil to identify African heroes who participated in liberation movement in African continent** |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **3. APPLY THE KNOWLEDGE OF MAPS AND THE SOLAR SYSTEM IN THE DAILY LIFE** | **3.1 Use maps in different environments**  a) To draw and read a map of the region he/she lives | Facilitating each pupil to draw a map of a region he/she lives and indicate its boundaries | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to read the direction of district in the map of the region by using eight intercardinal points |  | 24 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.1 Use maps in different environments**  b) To draw and read a map of Tanzania | Facilitating each pupil to draw a map of Tanzania |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to map a map of Tanzania and show its regions | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to read directions of regions in the map of Tanzania by using eight intercardinal points |  | 25 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Recognize the solar system**  a) To elaborate the eclipse of the sun and the moon | Facilitating each pupil to explain the concept of eclipse of the moon/lunar |  | 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 results of the lunar eclipse (moon) |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the concept of eclipse of the sun | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the results of the eclipse of the sun |  | 28 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, |  |
|  | **MIDTERM EXAMS** |  |  |  |  |  |  |  |  |
|  | **CLOSING DAY** | **26TH MARCH 2021** |  |  |  |  |  |  |  |
|  | **OPENING DAY** | **12TH APRIL 2021** |  |  |  |  |  |  |  |
| **4. APPLY ECONOMIC PRINCIPLES IN PRODUCTION ACTIVITIES** | **4.1 Value and preserve the resources of the country**  a) To analyse the resources of Tanzania | **Facilitating each pupil to explain the resources available in Tanzania** | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the resources available in Tanzania |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the contribution of resources in the development of the nation |  | 31 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the obstacles on using our resources | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to suggest methods of overcoming obstacles on using our resources |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify challenges which an entrepreneur face in his/her daily activities |  | 32 | 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 explain the activities involved in the protection of our resources | **Facilitating each pupil to discuss the methods which contribute to the destruction of resources** | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to discuss the methods which contribute to the destruction of resources |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **Facilitating each pupil to describe the methods of protecting the resources of the nation** | **MAY** | 33 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to describe the methods of protecting the resources of the nation |  |  | 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 assess the production activities in Tanzania | Facilitating each pupil to explain the benefits of production activities to Tanzania |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **TERMINAL EXAMS** |  |  |  |  |  |  |  |  |
|  | **CLOSING DAY** | **4TH JUNE- 2021** |  |  |  |  |  |  |  |
|  | **OPENING DAY** | **5TH JULY 2021** |  |  |  |  |  |  |  |
|  | **4.2 Identify production activities in the society**  b) To analyse how production activities contribute to relationship between Tanzania and other countries | Facilitating each pupil to explain the concept of investment activities | **JULY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the concept of open market |  | 35 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.3 To apply entrepreneurship skills in social activities**  a) To explain the concept of entrepreneurship | **Facilitating each pupil to explain the meaning and characteristics of entrepreneurship** | **JULY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the meaning and characteristics of entrepreneurship | **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 entrepreneurship from their societies |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to describe the benefits of entrepreneurship |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify challenges which face an entrepreneur in daily activities |  | 37 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **SECOND MIDTERM EXAMS** |  |  |  |  |  |  |  |  |
|  | **CLOSING DAY**  **OPENING DAY** | **3RD JULY 2021**  **20TH SEPT 2021** |  |  |  |  |  |  |  |
|  | **4.3 To apply entrepreneurship skills in social activities**  b) To elaborate limitations in identifying the available opportunities in the environment | Facilitating each pupil to identify the challenges that the society in using the available opportunities in the environment | **OCTOBER** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **Facilitating each pupil to elaborate steps which are taken to overcome challenges of using available opportunities in the environment** | **OCTOBER** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to elaborate steps which are taken to overcome challenges of using available opportunities in the environment | **OCTOBER** | 38 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  | **NOV** | 40 | **GENERAL REVISIONS** | | | | |
|  |  |  | **DECEMBER** |  | **ANNUAL EXAMS**  **CLOSING DAY 10TH DECEMBER AND HOLIDAY** | | | | |