

**P.6 S.ST SCHEME OF WORK FOR TERM THREE**

W K	P D	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUE	ACTIVITY	SKILLS ATTITUDE	AUDIO VISUAL AIDS	REF	REM
					SUBJECT	LANGAUGE							
2	1	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	THE COMING OF EUROPEANS IN EAST AFRICA	The learner; 1.Identifies the different groups of Europeans that came to east Africa. 2.States why Europeans referred to Africa as a dark continent. 3. Suggests the general reasons for the coming of Europeans.	The learner uses the following words -European, Europe -Explore, Explore -Missionary, Mission -Colonialist, colony colonise  - Colonisation	-Identify the different groups of Europeans that came to East Africa. -Reasons why Africa was referred to as a dark continent. -Reasons why the Europeans came to East Africa.	Whole class discussion -Brain storming -Story felling	-Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	-Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing The journeys made by explorers to East Africa.	Compressive book 6 page 85-93  Atlas functional book 6 page 140-152	
	2			THE COMING OF THE PORTUGUESE IN EAST AFRICA.	The learners, 1.Defines a Portuguese. 2.State the reasons for their coming to East Africa. 3.States why prince Henry the Navigators.	-empire -trade -adventure -ivory -navigation -Christianity -fort.	-Meaning of the term Portuguese -Reasons for the coming of the Portuguese -Reasons for the construction of school of Navigators by prince Henry the Navigator.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing The journeys made by explorers to East Africa. -do-	Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 -do	

	<b>3 &amp; 4</b>			<b>DINIZ DIAZ, BARTHOLOMEW DIAZ &amp; VASCO –DA-GAMA.</b>	The learner, 1.Identifies the different Navigators who tried to find a sea route to India 2.Writes a short notice on each of the given navigators. 3.States the contribution made by Vasco Da Gama	The learner, uses the following words -Storm, -sea route, -cape -coast Christmas -storms -sailor.	-Naming Navigators who tried to find a sea route to India. -Explaining the journeys made by the early Navigators who tried to find a sea route to India. -Tracing the journey made by Vasco-Da-Gama.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing Vasco-Da- Gama Journey.	Compressive book 6 page 85-93  Atlas functional book 6 page 140-152	
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	6 & 5	<b>LIVING TOGETHER IN EAST</b>		THE PORTUGUESE RULE AT THE COAST OF EAST AFRICA	The learner draws the map showing Vasco-Da-Gama journey. -Writes a brief note on Francisco d’Almeida. -States reasons for building fort Jesus and economic importance to Kenya	-conquer -Fort Jesus -Head quarter -Tourist quarter -Tourist, tourism -Soldier	-Drawing Vasco- Da –Gama’s Journey. -Writing shorts notes about Fransisco d;Almeida	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-do-	Compressive book 6 page 85-93  Atlas functional book 6 page 140-152	
3	1		THE ROAD TO INDEPENDENCE IN EAST AFRICA.	REASONS FOR THE SUCCESS OF PORTUGUES RULE IN EAST AFRICA.	The learner, 1.States the positive and negative effects of Portuguese rule in East Africa 2.Identities faced by the Portuguese in East Africa	The learner uses the words; -Imposed -Collapse -Attacks -Corrupt officials -Kiswahili -Swahili	-Reasons for the success of Portuguese rule in East Africa -Problems faced by the Portuguese in East Africa.	Whole class discussion -Brain storming	Reading S.S.T Pupils Function Book6 Page	Effective communication -Friendship -Respect -Appreciation	-Chalk board illustration -Reading Functional book6 page 140-144	Compressive book 6 page 85-93  Atlas functional	

								-Story felling	140-152 -Writing structured notes.	-Trust.		book 6 page 140-152	
	2 & 3			THE EFFECTS OF THE PORTUGUES RULE IN EAST AFRICA	The learner, 1. States the positive and negative effects of Portuguese rule in East Africa. 2. Identifies the factors that contributed to the decline of Portuguese rule at the cost of East Africa	-taxation - Imposed - Collapse -Attacks -corrupt officials - Kiswahili - Swahili	-Effects of the Portuguese rule in East Africa Reasons for the decline of Portuguese rule in E.Africa.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-do-	Compressive book 6 page 85-93  Atlas functional book 6 page 140-152	-do-
	4			EXPLORERS IN EAST AFRICA	1. Who is an explorer 2. Identifies the different explorers who came to East Africa. 3. State the importance of the Royal Geographical society to the early explorers.	- The Royal Geographical society. - Sponsored - Supplies - Journey	- Meaning of explorers - Naming the different explorers who came to E.A - The role played by the Royal geographical society towards the coming of Explorers to E. Africa	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing the routes taken by the explorers to East Africa	Compressive book 6 page 85-93  Atlas functional book 6 page 140-152	
	5 & 6	LIVING		WHY THE EXPLORERS CAME TO EAST AFRICA.	1. Identifies why the explorers came to East Africa. John Speke and Richard Burton.	- Adventure - Prestige - Discover - Interior	- Reasons for the coming of explorers to East Africa contribution s of John Speke and	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6	Effective communication -Friendship -Respect	Chart showing the routes taken by the	Compressive book 6 page 85-93  Atlas functional	



					<p>he named MH. Rwenzori Mountains of the moon.</p> <ul style="list-style-type: none"> <li>- Describe the journeys made by Dr. David Livingstone</li> <li>- Identify the discoveries made Dr. David Livingstone.</li> </ul>									
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	4 &	LIVING	THE ROAD TO INDEPENDENCE IN EAST AFRICA	MORE EUROPEAN EXPLORERS	The learner, Identifies the discoveries made by Joseph Thompson Dr. Fitcher, Count Teleki and James Bruce	The reads and pronounces the following words correctly -Explorer -Discovery	-Discoveries made by -Joseph Thompson Dr. Fitcher -Count Teleki -James Bruce	Whole class discussion -Brain storming		Effective communication -Friendship -Respect	Chart showing the routes	Com press ive	

	5					-Masai mara - L. Elementaita		-Story felling		-Appreciation -Trust.	taken by the explorers to East Africa	book 6 page 85- 93  Atlas funct ional book 6 page 140- 152	
	6			MAP SHOWING EUROPEAN EXPLORERS IN EAST AFRICA	The learner, draws the map of East Africa showing the routes used by explorers	-Shading -Colouring -Routes -Symbols	Drawing map of East Africa showing routes used by Explorers	Whole class discussion -Brain storming -Story felling	Drawing the map of East Africa showing routes used by Explorers	Effective communication -Friendship -Respect -Appreciation -Trust.		- Com press ive book 6 page 85- 93  Atlas funct ional book 6 page 140- 152	

5	1 & 2			RESULTS OF EUROPEAN EXPLORERS IN EAST AFRICA	-the learner, gives the results of European Explorers in East Africa. Identifies the problems faced by the Europeans in East Africa. Answers topical questions about exploration in East Africa.	-thick forests -sleeping sickness -barrier Exposed	Results of European Explorers in East Africa. - Problems faced by the European Explorers in East Africa.	Whole class discussion -Brain storming -Story felling		Effective communication -Friendship -Respect -Appreciation -Trust.	Chalkboard illustration	-do- Com press ive book 6 page 85-93  Atlas funct ional book 6 page 140-152	-do-
	3 & 4		THE ROAD TO INDEPENDENCE	EUROPAN MISSIONARIES IN EAST AFRICA	By the end of the lesson, pupil should be able to; -list some missionaries who came to East Africa. -List each one's contribution -State problems they faced. -Give their general contribution in East Africa	-Missionary -Mission stations -Martyrs -Christianity -Protestant	-Reasons for their coming -Examples of missionaries -Contributions of missionaries in East Africa. -Problems faced by the missionaries in East Africa.	Whole class discussion -Brain storming -Story felling	-Reading sharing pgs 114-117 Open discussion as children write short notes. Fill in notes	Using appropriate language Sharing experiences Equipping others with skills. Sharing odedience	Charts textbooks	Functional pg 153-158 Sharing pg 114-117, MK pg 117-122	
	5 & 6		THE ROAD TO INDEPENDENCE	TRADING COMPANIES IN EAST AFRICA	-The learner, -Gives the meaning of IBEACO and GEACO -Gives the aims of each company in East Africa. -Gives the achievements and failure of the companies	-company - Achievement -Failure -Agreement -Mutiny	The meaning of IBEACO & GEACO -Aims of IBEACO and GEACO in E. Africa -The role played by Carl Peters, Fredrick Lugard and William Mackinon in the establishment of the above companies -Failures of IBEACO & GEACO	Whole class discussion -Brain storming -Story felling	Reading sharing pgs 114-117 Open discussion as children write short notes. Fill in notes	Effective communication Non voilents conflict resolution Critical thin	Chalk board illustration	-do-	

6	1 & 2		THE ROAD TO INDEPENDENCE	COLONIALIST	By the end of pupils should be able to; -Give reasons for scramble and partition. - Identify the colonial master. -Describe the contents of the Berlin, Anglo-German and Heligo land treaties. -Give results for the scramble and partition.	-Partition -Scramble -Colonialist -Conference -Republic -Democracy -Direct -Indirect rule.	-Colonia administrators in Uganda. -Commissioner and governors. -Their contributions -The Buganda Agreement 1900) -the formation of LEGCO in Uganda -Reasons for scramble and partition -Results for the scramble and partition. -The Berlin conference	Whole class discussion -Brain storming -Story felling	Reading MK BK6 PG..... Open discussion on the subtopics read.  Filling in notes	- Effective communication Non voilents conflict resolution Critical thin	Pictures of British administrator in Uganda	-do-  KM bk 2 pg 133 134	
	3		-DO-	-DO-	Revision exercise on the establishment of colonial rule in East Africa		Revision exercise on the establishment of colonial rule in East Africa	Whole class discussion -Brain storming -Story felling	Reading MK BK6 PG..... Open discussion on the subtopics read.  Filling in notes	-do- Effective communication Non voilents conflict resolution Critical thin	-chalkboard illustration	-do-	-do-



	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE	COLONIAL ADMINISTRATION IN KENYA AND TANZANIA.	By the end of the lesson, pupils should be able to, -Identify the methods of administration in Kenya and Tanzania/ Tanganyika. -Point out some key colonial administrators in Kenya and Tanzania -Give reasons why white settlers dominated in Kenya. -Describe the set up and objectives of the LEGCO IN Kenya and Tanzania	Colonial Administrators Commissioners Governors settlers	British Commissioners and governors in Kenya. White settlers in Kenya The LEGCO in Kenya Colonial administration in Tanzania Colonial economic policies n East Africa	Guided discovery Small group discussion Story telling	Reading textbooks Open discussion Writing structures notes Drawing maps	Appreciation  Analysis Critical thinking Comparing Tolerance Assertiveness Decision making	Textbooks Pictures Charts	Fountain 139-45 Functional Bk 6-169-174 Atlas 59,sharing-130, MK 6-133-134	
7	1 , 2 3			Reactions to colonial rule in East Africa	By the end of the lesson the pupils should be able to; -State ways people reacted towards colonial rule. -List collaborators and resistors -Their contribution	Collaboration Reaction Resistance Rebellions Demonstration Boycott Treaties Agreement Movements	-Methods or ways people reacted towards colonial rule. -Collaborations in Uganda, -Resistance in Uganda. -Collaborators and resistance in Kenya. -Collaboration and resistance in Tanganyika. (various rebellions, results of colonial rule in Uganda, Kenya and Tanganyika).	Whole class discussion  Story telling  Guided discovery  Role play  Demonstration	Activity the reaction of Africans e.g. those that resisted (Kabalega, Kasagama -Akidas and Jumbes in Tanganyika -Whole discussion -Structures notes	Acting  Critical thinking  Expression  Effective communication	Textbooks  Pictures  Charts		

	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA		Formation of political parties	By the end of the lesson, pupil should be able to: -Give reasons why political parties were formed in Uganda -Examples of parties and founders. -Describe the origin of the Namirembe conference and its contents -Explain how Uganda attained independence and the first Ugandan governments after independence	Elections Independence Namirembe Keith Hancock Resolutions Crisis Movements	<ul style="list-style-type: none"> <li>- The political parties formed in Uganda</li> <li>- Founders of political parties.</li> <li>- Reasons for forming political parties</li> <li>- The namirembe agreement.</li> <li>- The first general elections of 1961-2</li> <li>- Uganda attains independence</li> <li>- Leadership in Uganda after independence</li> </ul>	-do-	Read the textbook compre Hensive bk 6  Whole class discussion with teacher. Talk show by pupil Brainstorming on how they would run the parties and how helpful they were.  Structures notes	Dramatizing Endurance creativity	Textbooks  charts	MK 6-140-146, FUNCTIONAL 6-198, Fountain -6-160-170 Sharing -6-145-153	
8	1 , 2 & 3		THE ROAD TO INDEPENDENCE	Formation of political parties in Kenya and Tanganyika	By the end of the lesson, pupil should be able to; -Identify the political parties and leaders that led Kenya and Tanganyika to independence. i.e -Give general and specific reasons why people demanded for independence. -Give the provisions of the Arusha declaration. -Give characteristics of an independent country	-do-	Formation of political parties in Tanganyika and Kenya. The contributions of key political leaders towards Tanganyika and Kenya's independence. Results of German rule in Tanganyika. The arusha declaration. Change of Kenya to a republic.	Whole class discussion Role play Guided discovery Resourceful person	Story telling by teacher. Reading of texts. Teachers explanation Open discussion  Structured notes	Leadership  Team work  Nationalism	Textbooks  Pictures  Charts	-do-	

	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA	DEMOCRACY	How democracy is practiced. The role of the electoral commission.	By the end of the lesson, pupil should be able to; -Define democracy. -Give the meaning of other types of government. -Explain how democracy is exercised. -Give the importance of democracy -List the roles, persons, problems and solutions of the electoral commission.	Democracy Citizenship Electoral commission Ballot paper Ballot box Returning officer Presiding officer Descent naturalization Deportation Dictatorship Mornachical unitary	Meaning of democracy -Give other types of governments. Importance of democracy -Roles of electoral commission in democracy. -Problems of electoral commission. -Types of citizenship roles and duties of citizens, Rights of citizens	Whole class discussion  Guided discovery  Story telling.	Debate Dictatorship vs democracy Road textbooks Open discussion Structured notes	Debating respect of human rights Practice of democracy Expression Good morals Nationalism	Charts  Textbooks Resources persons	MK bk5-136-137, Comprehensive -5-123-136 Functional BK 5-180, sharing BK 5-123-133	
9	1 , 2 & 3		RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT	Environmental degradation	By the end of the lesson learners should be able to; -Discus the uses of the environment -Outline the positive and negative environmental practices.	Environment Surroundings Conserve Conservation Degradation Reclamation Drainage Deforestation Afforestation Agro-forestry	-Meaning of environment -Components of environment -Uses of environment -Positive and negative environmental practices -Results of each practice.	Debate Whole class discussion Role play Guided discovery Field trips.	Debate (The give away of Mabira forest to sugar for plantation)  Quiz-dangers of living in swampy areas. Structures notes	Good morals Peer resistance -Defending one's decision care for environment Love for environment.	Environmental handouts from wildlife. Pictures  Charts -Our environment.	Handouts from Wildlife. Comprehensive - 4-97-105	

	<b>4 , 5 &amp; 6</b>			Environmental conservation	By the end of the lesson, pupil should be able to; -Demonstrate proper use of environment -Demonstrate responsible living in the environment. -Identify the causes of climatic changes -Identify the consequences and solutions of irresponsible environmental behavior -Discuss the means of managing waste in the environment	-do-	-Proper use of environment. -Causes of climatic change -Consequences and solutions of irresponsible environmental behavior. -Methods of proper waste management	-do-	Brainstorming on how we irresponsibly deal with the environment, its consequences and coming out with solutions  Structured notes.	-do-	Textbooks  Pictures  Charts  Our environment	Handouts from Wildlife. Comprehensive -4-97-105	
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