

P.6 SOCIAL STUDIES SCHEME TERM III

Week : One
PD : 1 and 2
Topic : The Road to independence in East Africa
Sub Topic : Foreign influence in East Africa

Competences :

The learner;

- Defines the term foreign influence
- Names groups of foreigners who came to E. Africa
- Names groups of traders, reasons for coming, contributions and effects

Language competences

New words

- Independence, colonialists, foreigner

Content

- Definition of foreigner and foreign influence
- Groups of foreigners
- Changes brought by foreigners
- Groups of traders who came to E. Africa.
- Arab traders
- Reasons for coming
- Items they brought and got from E. Africa
- Barter trade
- Coastal towns where they settled
- The Zenj empire
- Map showing coastal towns of E. Africa

Learning aids

- Map of Africa showing movement of Arabs to E. Africa

Learning activities

Methods

- Guided discovery,
- Discussion
- Question and answer technique

Life skills and values

References

- Comprehensive social studies book 15 page 30 – 32.

Remarks

Week : One

PD : 3 and 4

Topic : The road to independence in East Africa

Sub Topic : Effects of Arab settlement

Subject Competences :**The learner;**

- Defines the term slave trade and slavery
- Describes the development of slave trade
- Names the slave markets in East Africa.
- Discusses the effects of slave trade.

Language

- The learner reads, spells and constructs sentences using the learnt new words

Content

- Slave trade and slavery
- People who took part in slave trade
- Methods / ways slaves were got
- Slave trade markets at the coast and interior.
- Reasons why Arabs took long to enter E.A.
- Positive and negative effects of slave trade
- Reasons why it was hard to stop slave trade
- The process of abolition of slave trade
- Treaties signed to stop slave trade
- Personalities that took part in the abolition of slave trade.
- Positive and negative effects of Arabs settlement in East Africa. – Indian traders

Methods

- Story telling
- Discussion
- Question and answer

Learning aids :

- Visual – Audio aids (The Amsterdam)

Learning Activities

- Discussing the effects of slave trade

Life skills and value

- Empathy

Life skills and values

- Love for others

References

- Comprehensive social studies book 6 page 80 – 82

Remarks

Week : One

PD : Five

Topic : The road to independence in East Africa

Sub Topic : The explorers

Competences :

The learner;

Language

- The learner uses new words to construct meaningful sentences e.g. Africa was called a Dark continent because little was known about its interior.

Subject

- Tells the meaning of explorers
- States reasons why European explorers came to E. Africa
- Describes the movement of Portuguese explorers to E. Africa.
- Draws the sketch map of Vasco Da Gama's journey to India

Content

- Who is an explorer
- Reasons for coming of European explorers
- The Portuguese explorers
- Vasco Da Gama
- Reasons why Vasca Da Gama was not welcomed at the coast.
- The help given by sattan of Malindi
- Vasco Da Gama's guide
- Map of Africa showing Vasco Da Gama's journey to India

Methods

- Story telling
- Discussion

- Question and answer

Learning aids :

- Map showing routes of explorers

Learning Activities

- Discussing the coming of explorers

Life skills and value

- Love for adventure
- Hospitality

Reference

- Comprehensive social studies

Remarks

Week : One

PD : Five

Topic : The Road to independence in East Africa

Sub Topic : The explorers

Competences :

The learner;

Subject

- Tells the meaning of explorers
- States reasons why European explorers came to E. Africa.
- Describes the movement of Portuguese explorers to East Africa.
- Draws the sketch map of Vasco Da Gama's journey to India

Language

- The learner uses new words to construct meaningful sentences e.g. Africa was called a Dark continent because little was known about its interior.

Content

- Who is an explorer
- Reasons for coming of European explorers
- The Portuguese explorers
- Vasco Da Gama
- Reasons why Vasco Da Gama was not welcomed at the coast.
- The help given by sattan of Malindi
- Vasco Da Gama's guide
- Map of Africa showing Vasco Da Gama's journey to India.

Method

- Story telling
- Discussion, question and answer

Learning aids :

- Map showing routes of explorers

Learning Activities

- Discussion the coming of explorers

Life skills and value

- Love for adventure
- Hospitality

Reference

- Comprehensive social studies

Remarks

Week : Two

PD : 1

Topic : The Road

Sub Topic : Portuguese conquest of East African Coast

Competences :

The learner;

Subject

- Explains the reasons for Portuguese conquest of East African Coast
- Discusses the effects of Portuguese coming
- States the reasons for the collapse of Portuguese rule

Language

- The learner reads, spells and constructs meaningful sentences using the learnt new words.

Content

- Reasons for Portuguese conquest of E. African coast.
- Contributions of the Portuguese at the coast.
- Negative effects of Portuguese settlement at the Coast
- The collapse of Portuguese rule at the coast
- Fort Jesus
- Reasons for its construction and its economic importance to the country of Kenya.

Methods

- Discussion
- Story telling

Learning aids :

- Map showing Vasco Da Gama's Voyage

Learning Activities

- Love, justice, adventure

Reference

- Comprehensive social studies book 6 page 87

Remarks

Week : Two

PD : 2 and 3

Topic : The road to independence

Competences :

The learner;

Subject

- Gives examples of explorers who came to E. A.
- Describes their journeys to E. Africa
- States the major discoveries made by each explorer

Language

- Giving contributions of explorers and spelling their names.

Content

- Examples of explorers, H.M Stanley, Dr. Fischer, Joseph Thompson, Dr. Living stone, Jacob Erhardt, James Bruce e.t.c.
- Contributions and discoveries of each explorer
- The journeys they made.
- Problems faced by explorers in E. Africa.
- Organizations that funded explorers
- Positive and negative effects of the coming of explorers to E. Africa.

Methods

- Guided discovery
- Discussion
- Question and answer

Learning aids :

- Map of E. Africa showing journeys made by explorers

Learning Activities

- Spelling names of explorers
- Discussing negative and positive effects

Life skills and value

- Exploration

Reference

- New fountain pupils' book 6 pages 119 -121

Remarks

Week : Two

PD : 4 and 5

Topic : Missionaries

Competences :

The learner;

Subject

- Tells who a missionary is.
- Gives the reasons for coming of missionaries
- Names the groups of missionaries
- Mentions examples of missionaries who came to E. Africa.

Language

- The learner reads, spells and uses the names of missionaries to give their contributions.

Content

- Meaning of a missionary
- Groups of missionaries who came to E. Africa
- Reasons for coming of missionaries
- Examples of missionaries who came to E. Africa
- Contributions of missionaries
- Problems faced by missionaries while in E. Africa
- Missionary work in E. Africa
- Impact of missionary work in East Africa
- How missionaries led (paved) way for colonialists

Methods

Learning aids :

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Learning Activities

- Discussing missionary work in E. Africa

Life skills and value

- Evangelism, love, care and concern

Reference

- Comprehensive SST book 6 page 94 - 97

Remarks

Week : Three

PD : 1 and 2

Topic : The road to independence

Sub Topic : The colonialists

Competences :

The learner;

Subject

- Tells who a colonialist is.
- Describes Egypt's attempt to colonize Uganda
- Gives the contributions of governors of Equatorial province.
- States examples of colonialists and their contributions

Language

The learner;

- Reads and spells names of personalities

Content (Scramble and partition)

- The Berlin conference
- Effects of Berlin conference
- Countries that participated
- Colonialists
- European interest in colonizing Africa
- Anglo- German Agreement of 1886
- Methods used to establish colonial rule in East Africa
- The Heligo land treaty

Methods

- Story telling
- Guided discussion
- Guided discovery

Learning aids :

- Social studies text books

Learning Activities

- Naming personalities involved in colonialism

Life skills and value

- Appreciation, sympathy

Reference

- Comprehensive social studies book 6 page 100 – 105

Remarks

Week : Three

PD : 3 and 4

Topic : The road to independence in East Africa

Sub Topic :

Competences :

The learner;

Subject:

- Defines direct and indirect rule
- Describes how each type was used
- Gives advantages and disadvantages
- Mentions reasons for coming of white settlers
- Names countries occupied by white settlers

Language

- Listens and spells new words
- Constructs sentences using new words

Content(Establishment and administration of colonial rule)

- Foreign settlers in E. Africa
- Reasons for coming of European settlers
- Contributions of white settlers in E. Africa
- Countries occupied by white settlers
- Advantages and disadvantages of direct and indirect rule
- Map showing British and German spheres of influence in East Africa.

Methods

- Discussion
- Guided discovery
- Question and answer

Learning aids :

- Social studies text books

Learning Activities

- Discussing colonial administration in East Africa

Life skills and value

- Appreciation, Nationalism

Reference

- Fountain pupils' book 6 page 123 - 130

Remarks

Week : Three

PD : 5

Topic : The road to independence

Sub Topic : African reaction to colonial rule

Competences :**The learner;****Subject**

- Gives examples of Africans who resisted colonial rule
- Mentions the rebellions formed to resist colonial rule
- States the causes and effects of these rebellions

Language

- Reads and spells names of Africans who resisted colonial rule and rebellions

Content

- Examples of Africans who resisted colonial rule
- Rebellions formed to resist colonial rule
- Maji-Maji rebellion
- The Hehe, Chaga and Nyamwezi rebellions
- Causes of rebellions
- Effects of these rebellions

Methods

- Discussion
- Question and answer technique

Learning aids :

- Social studies text books

Learning Activities

- Brain storming on African reaction to colonialism

Life skills and value

-

Reference

- Nationalism, Love, Care and others

Remarks

Week : Four

PD : 1 and 2

Topic : The road to independence

Sub Topic : Resistance to colonial rule in Kenya and Uganda

Competences :

The learner;

Subject

- Names rebellions formed to resist colonial rule in Uganda and Kenya
- States the causes and effects of these rebellions
- Tells the leaders of these rebellions
- Mentions the reasons why Africans resisted colonial rule.

Language

- Spelling names of personalities

Content

- The Sudanese Mutiny, causes and effects
- The Lamogi, rebellion
- The Nyangire rebellion
- African leaders who organized and staged rebellions
- The Nandi resistance
- The Mau-Mau rebellion
- Causes and effects of Mau- Mau rebellion
- Reasons for African's resistance to colonial rule
- Reasons why Africans were defeated

Methods

- Discussion, Brain storming

Learning aids :

- A chart showing Nationalists

Learning Activities

- Drawing the map, status

Life skills and value

- Nationalism

Reference

- Comprehensive SST book 6 pages 125 – 130

Remarks

Week : Four

PD : 3 and 4

Topic : The road to independence

Sub Topic : The struggle for independence in East Africa

Competences :

The learner;

Subject

- Gives examples of Africans who collaborated with the British
- States reasons for their collaboration
- Describes the German rule in Tanganyika
- Explains the British influence in Zanzibar

Language

-

Content

- Reasons why Africans in East Africa struggled for independence
- Political parties in Tanganyika
- Tanganyika under president Julius Nyerere
- British influence in Zanzibar
- The road to independence in Zanzibar
- Colonial rule in Kenya
- The struggle for independence in Kenya

Methods

- Storytelling, Guided discovery

Learning aids :

- Map of East Africa showing the European sphere of influence.

Learning Activities

- Giving examples of African collaboration

Life skills and value

- Appreciation, care, concern

Reference

- MK. SST, Comprehensive SST book 6.

Remarks

Week : Four

PD : 5

Topic : The road to independence in East Africa

Sub Topic : Personalities that fought for Kenya's independence

Competences :

The learner;

Subject

- Names personalities that struggled for Kenya's independence
- Discusses the contributions of each personality towards Kenya's independence

Language

- The learner reads, spells and states contributions of personalities who struggled for Kenya's independence

Content

- Harry Thuku
- Jomo Kenyatta
- Oginga Odinga
- Tom Mboya
- Ronald Ngala
- Daniel Arap Moi
- Ways how the above personalities struggled for Kenya's independence
- Challenges met in the struggle for Kenya's independence
- Political parties formed

Methods

- Storytelling, Guided discussion

Learning aids :

- Text books

Learning Activities

- Discussing each personality

Life skills and value

- Care, concern, appreciation

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| Reference | | |
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| Remarks | | |
| | | |
| Week | : | Five |
| PD | : | 1 and 2 |
| Topic | : | The road to independence in E. Africa |
| Sub Topic | : | Colonialism and Nationalism in Uganda |
| Competences : | | |
| The learner; | | |
| Subject | | |
| <ul style="list-style-type: none"> - States when and why LEGCO was formed - Describes the events of Kabaka's crisis of 1953 - Explains why Namirembe agreement was signed - Mentions the political parties formed in Uganda and gives their contributions | | |
| Language | | |
| <ul style="list-style-type: none"> - Spells and states contributions of personalities who struggled for Uganda's independence | | |
| Content | | |
| <ul style="list-style-type: none"> - The legislative assembly - The Namirembe agreement and Kabaka's crisis - Political parties formed to struggle for Uganda's independence i.e UNC, DP, UPC, Kabaka Yekka - Personalities that led Uganda to independence - Events of Uganda's independence | | |
| Methods | | |
| <ul style="list-style-type: none"> - Brain storming, discussion, question and answer technique | | |
| Learning aids : | | |
| <ul style="list-style-type: none"> - Text books | | |
| Learning Activities | | |
| <ul style="list-style-type: none"> - Mention political parties - Stating reason why LEGCO was formed. | | |
| Life skills and value | | |
| <ul style="list-style-type: none"> - Sympathy, appreciation | | |
| Reference | | |
| <ul style="list-style-type: none"> - Comprehensive SST book 6 page 131 – 135 - MK book 6 | | |

Remarks

Week : Five

PD : 3 and 4

Topic : The road to independence in E. Africa

Sub Topic : Colonialism and Nationalism in Rwanda and Burundi

Competences :

The learner;

Subject

- Describes the colonial rule / administration in Rwanda and Burundi
- Discusses the formation of political parties and movements in Rwanda and Burundi
- Writes brief notes about personalities who struggled for independence of Rwanda and Burundi

Language

- The learner reads, spells and stated contributions of personalities that led Rwanda and Burundi to independence

Content

- Political, social, economic and religious reasons for colonization of Rwanda and Burundi
- Political parties and movements formed in Rwanda and Burundi
- Leading personalities in struggle for independence in Rwanda and Burundi
- Political parties and leaders of post independent East African countries i.e Tanzania, Kenya, Rwanda, Burundi and Uganda

Methods

- Brain storming, storytelling,

Learning aids :

- Text books

Learning Activities

- Describing nationalists in and Burundi

Life skills and value

- Appreciation

Reference

- New Fountain pupils book 6 pages 153 - 156

Remarks

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|---|---|---|
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| Week | : | Five |
| PD | : | 5 |
| Topic | : | The road to independence in East Africa |
| Sub Topic | : | Challenges of post independent East Africa |
| Competences : | | |
| The learner; | | |
| Subject | | |
| <ul style="list-style-type: none"> - States and explains the challenges of post independence in East Africa - Gives the signs of modern democracy and its exercise and abused in East African countries | | |
| Language | | |
| <ul style="list-style-type: none"> - Spells the new words and used them in daily expressions | | |
| Content | | |
| <ul style="list-style-type: none"> - Challenges of post independent in East African countries e.g. illiteracy, famine, political instabilities etc - Solutions to the problems affecting East African countries - Democracy and democratic rule in East Africa - Indicators / signs of democracy - Ways through which democracy is practiced in E. Africa - Bodies that enforces human rights and democratic rule | | |
| Methods | | |
| <ul style="list-style-type: none"> - | | |
| Learning aids : | | |
| Learning Activities | | |
| Life skills and value | | |
| Reference | | |
| <ul style="list-style-type: none"> - P.6 lesson notes for term III | | |
| Remarks | | |
| | | |
| Week | : | Six |
| PD | : | 1 and 2 |
| Topic | : | Citizenship and electoral system in East Africa |
| Sub Topic | : | The learner; |
| <ul style="list-style-type: none"> - Defines a citizen and gives types of citizenships - Explains how someone becomes a citizen of a particular country | | |

- States the responsibilities of citizens
- Describes the electoral process / system in Uganda

Competences :

The learner;

Subject

-

Language

- The learner spells and uses new words to describe the electoral process and citizenship in Uganda

Content

- Citizenship
- Types of becoming a citizen
- Ways one can lose his / her citizenship
- Responsibilities of citizens
- Types of elections
- Bye – elections
- Electoral terms
- Electoral systems
- Composition of Uganda’s parliament
- Electoral challenges and solutions

Methods

- Storytelling, guided discussion, guided discovery

Learning aids :

- Stating types of elections,
- Reasons why elections are carried out

Learning Activities

-

Life skills and value

- Assertiveness, sympathy, appreciation

Reference

- P.6 term III lesson notes pages 59 - 61

Remarks

Week : **Six**

PD : 3 and 4

Topic : Responsible living in East African Environment

Sub Topic : Environmental conservation and degradation

Competences :

The learner;

Subject

- Names the types of environment
- Gives ways of environmental conservation and degradation
- States the types of environmental pollution

Language

- Reads and spells words related to environmental problems

Content

- Good and bad uses of environment
- Examples of environmental conservation
- Examples of environmental degradation
- Environmental problems such as
 - o Pollution
 - o Soil erosion
 - o Deforestation
 - o Land fragmentation
 - o Swamp drainage / reclamation e.t.c.
 - o Effects of environmental problems
 - o Solutions to overcome these environmental problems

Methods

- Discussion, guided discovery, brain storming

Learning aids :

- Text books

Learning Activities

- Naming the types of environment and examples of environmental degradation

Life skills and value

- Care, concern, appreciation

Reference

- MK SST book 6, Composition SST book 6.

Remarks

Week : Six

PD : 5

Topic : Responsible living

Sub Topic : climate change

Competences :

The learner;

Subject

- Defines the term climate and climate change
- Tells the meaning of words related to climate like weather, global warming, climatology metrology e.t.c
- Describes the factors contributing to climate change
- States the effects of climate change

Language

- Writes brief notes about terms used to describe climatic conditions

Content

- Climate
- Climate change
- Global warming, causes and effects
- Causes of climate change
- Human and natural effects of climate change
- Natural climatic hazards e.g. drought, El- wind 0 floods e.t.c.

Methods

- Discovery, discussion, question and answer technology

Learning aids :

- Chart showing climatic regions

Learning Activities

- Stating causes of climate change

Life skills and value

- Care, Appreciation, love

Reference

- MK SST book 6, Compo SST book 6

Remarks

Week : Seven

PD : 1 and 2
Topic : Responsible living
Sub Topic : Sustainable use of environment

Competences :

The learner;

Subject

- Gives examples of irresponsible use of environment
- States examples of ways how man can use the environment sustainably
- Discusses the role played by the government and other bodies to protect the environment
- Names and states bodies established to conserve and protect the environment

Language

- The learner reads, spells and writes short notes about methods of environmental conservation

Content

- Irresponsible ways of living
- Sustainable ways of living
- Roles played by the government
- Bodies / organizations set up to conserve the environment
- Ministry in charge of environment
- Roles played by NEMA and UNFA
- Waste management
- Types of wastes

Methods

- Storytelling, Brain storming

Learning aids :

- Natural environment

Learning Activities

- Stating roles played by NEMA, NFA

Life skills and value

- Care, Love

Reference

- MK SST book 7, compo SST book 6.

Remarks