

# **P. 6 SOCIAL STUDIES SCHEME OF WORK–TERM ONE**

## **Theme - Living together in East Africa**

### **Topic Outline**

#### **The Learning outcomes - The learner;**

- ✓ develops and appreciation of the importance of the East African community and applies the acquired knowledge in everyday living.
- ✓ describes the ethnic groups and the cradle of human race and appreciates the contributions of the religions brought to East Africa.
- ✓ develops an understanding of the factors which influence population growth, distribution and how they affect planning for the people in East Africa.

#### **Life skills**

- ✓ Effective communication
- ✓ Friendship formation
- ✓ Negotiation skills


#### **Values and Attitudes**

- ✓ Respect
- ✓ Trust
- ✓ Appreciation
- ✓ Cooperation

#### **Tips of success**

- ✓ Change your thoughts and you change your world.

## P.6 SOCIAL STUDIES SCHEME OF WORK - TERM ONE

WK	PD	TOPIC	SUB TOPIC	COMPETENCES		CONTENT	METHODS & TECHNIQUES	LEARNING ACTIVITY	L/AIDS	LIFE SKILLS & VALUES	REF
				LANGUAGE	SUBJECT						
1	1	THE EAST AFRICAN COMMUNITY	LOCATION OF EAC	<p>The learner;</p> <p>*reads new words correctly such as East African Community.</p> <p>*pronounces the related words E.A.C correctly.</p> <p>*spells the words connected to EAC correctly</p>	<p>-The learner draws a map of East African community showing the members of EAC.</p> <p>-names the members of EAC long ago.</p> <p>-tells the presidents and personalities involved in the formation of EAC in 1967.</p>	<p>A map of East Africa showing countries and their neighbours.</p> 	<p>Guided discovery</p> <p>Brian storming</p> <p>Explanation</p> <p>Mind map technique</p> <p>Question and answer.</p>	<p>-Reading</p> <p>-Spelling</p> <p>-Drawing</p>	<p>Atlas maps</p> <p>Globe</p> <p>Chart showing East Africa and its neighbours</p>	<p>Effective communication</p> <p>Working together</p> <p>Sharing with others</p> <p><b><u>Values</u></b></p> <p>*Respect</p> <p>*Trust</p> <p>*Appreciation</p>	<p>Mk BK6 Pg 1-5</p> <p>P.6 Curr pgs 294, 304, 305 and 306</p>
	2		BACK GROUND OF EAC (1967-1977)			<p>1. East African High Commission EAHC in 1948</p> <p>-It had its head quarters in Nairobi.</p> <p>2. East African Common Services Organisation in 1961 EASCO with headquarters in Niarobi.</p> <p>3. EAC in 1967 with its headquarters in Arusha - Tanzania</p>					
	3		DEPARTMENT S OF THE EAHC			<p>-East African Railways and Harbours.</p> <p>-Eat African Posts and Telegraphs.</p> <p>-East African Income Tax Department</p>					

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2	4	EAC	FOUNDERS OF EAST AFRICAN COMMUNITY	-The learner; *spells new words correctly.  *reads words related to EAC correctly.	-The learner lists down the founders of EAC. -objectives of EAC. -benefits of the EAC to the people and member states.	-Dr. Apollo Milton Obote from Uganda. -Julius Nyerere from Tanzania. -Jomo Kenyatta from Kenya.	Story Telling  Guided discovery  Inquiry  Explanation	-Reading -Spelling -Writing notes  -mentioning the founder members of former EAC.  -giving reasons for formation of 1967-1977 EAC.  -stating the benefits of EAC since 1967	SST Text BKS  Charts showing desired information	-Critical thinking  -Creative thinking.  -reading  <b>Values</b>  -Respect  -Love  -Cooperation  Appreciation.	Mk BK6 Pg 5-9
	5		OBJECTIVES/ REASONS FOR THE FORMATION OF THE EAC	*pronounces new words correctly such as historical background, formation, benefits, objectives, common market etc.	-mentions the reasons for the formation of EAC.  -gives the achievements of EAC.	- To create a wider market. -To strengthen and provide common social services to the people of East Africa. -To foster closer cooperation and understanding among the people of East Africa. Etc.					
	1		BENEFITS OF EAC		-Good governance was promoted through EALA. -It has increased free movement in the region. It has promoted the development of infrastructure.						
	2		CAUSES OF THE COLLAPSE OF EAC		-lists down the causes of the collapse of EAC. -Objectives of the revived EAC	-Political differences -Unequal benefits -National Pride -Amin's attack on Kenya and Tanzania border. -The border closure					
	3		OBJECTIVES FOR THE REVIVAL OF EAC		-tells the reasons for the rebirth of EAC in 2001 and in 2007 (objectives of the revived EAC)	-To promote free movement of people and goods. -To create a common tax/ Tariff. -To promote regional cooperation. -To create a large market for services.					
									-Reading -Writing notes. -Asking questions and answering questions	SST Text BK	Mk BK6 Pg 7-13  P.6 Curr 2010. Pgs 294, 305, 306.

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3	4	EAC	EAST AFRICAN LEADERS WHO REVIVED THE EAC	The learner - spells the given words correctly.	The leaner; lists down the causes of the collapse of EAC.	-YK Museven of Uganda. -Benjamin Mkapa of Tanzania. -Daniel Arap Moi of Kenya. -It was revived in 2001	*Brain storming  *Inquiry  *Question and answer  *Exhibition  *Explanation	Listing the causes of the collapse of EAC.	SST Text BKS  Chalkboard illustration about EAC facts	-effective communication  -Critical thinking  <b>Values</b>  -Unity -Solidarity -Cooperation -Appreciation	Mk BK6 Pg 13-15  P.6 Curr 2010. Pgs 306, 307, 308,and 309
	5		SYMBOLS OF THE EAC	-reads words related to EAC correctly.  -writes given information neatly in his/ her exercise book.	Mentions the symbols of the EAC	-EAC Flag. -EAC Anthem. -EAC Motto -EAC Emblem. -EAC logo					
	1		THE ORGANS OF EAST AFRICA	-The learner lists down the organs of EAC.  -Lists down the Ethnic groups of EAC.	-The Summit. -The EALA. -East African court of Justice. The council of Ministers. -EADB.						
	2		SOURCES OF HISTORY	-Defines Ethnic groups. -tells the sources of history.	<b><u>The sources of history</u></b> -Archaeology. -Written history. -Anthropology -Oral history. -Linguistics.						
	3		ARCHAEOLO GICAL SITES /HISTORICAL SITES	Mentions the importance of historical sites to people of East Africa.	-Olduvai Gorge, Apisrock, Paraa, Cheke Bigobyamugenyi, nsongezi, Rusinga island, Yala Alego, Nyungwe.						
	4	IMPORTANCE OF HISTPRICAL SITES	-They help the people living today and those to come in future to know about evolution of man. -They are sources of jobs. -They are sources of research information.								


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4	5	EAC	ETHNIC GROUPS IN EAST AFRICA	The learner spells, Reads and Pronounces the given words correctly	-The learner defines ethnic group. -List down the ethnic group of East Africa.	-Ethnic group is a group of people who speak related languages, culture and have the same origin. <b><u>Ethnic groups</u></b> -Bantu -Nilo hamites. -Nilotics. -Cushites/ Hamites	*brain storming  *story telling  *explanation  *guided discovery  Question and answer.	-defining ethnic groups  -listing major ethnic groups in EAC.	SST Text BK  Atlas Map	Effective communication  Critical thinking  Problem solving  <b><u>Values</u></b>  *Love *Unity *Cooperation *Appreciation	P.6 Curr 2010. Pg 310.
	1		BANTU		-Mentions the major causes of the early migration.	-The Bantu migrated from Cameroon Highlands. -They settled in the interlacustrine region. -The Ngoni was the last group of Bantu to migrate into East Africa. Examples of the Bantu; Baganda, Kikuyu, Nyamwezi, Bafumbira, Pokomo, Kuria, Yao, Hehe, Zigua, Sukuma					
	2		REASONS FOR THE BANTU MIGRATION		-gives positive and negative outcomes of different ethnic/ tribal groups.	-Increased population which led to the shortage of land for farming (Farm land). -They were looking for fertile soils. -Drought which caused famine and drying up of crops		Stating reasons for the Bantu migration.	SST Text BK		Mk BK6 pg 23-30
	3		EFFECTS OF THE BANTU MIGRATION			-It increased population in the areas of their settlement. -They introduced new skills. -They introduced the growing of new crops eg bananas. -They introduced new political set up eg centralized systems of governance. -They introduced Bantu languages in the interlacustrine region -They displayed the Bushmen in the interlacustrine region.		Mentioning the results of the Bantu migration			

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5	4	EAC	GENERAL CAUSES OF THE EARLY MIGRATION	The learner spells, Reads and Pronounces the given words correctly (related to early migrants)	The learner; -Mentions the major causes of the early migration.	-Outbreak of civil wars. -Outbreak of famine. -Shortage of land due to over population. -Outbreak of inter – tribal wars.	*brain storming  *story telling  *explanation  *guided discovery	Mentioning the major causes of early migrations.	SST Text BKS  Atlas	Self awareness  Coping with emotions	Mk BK6 pg30-40  P.6 Curr 2010. Pgs 295, 296 and 310
	5		POLITICAL ORGANIZATIONS OF ETHNIC GROUPS  CHARACTERISTICS OF KINGDOMS	Reads, spells, Pronounces and writes correct word sentences related to organizations of ethnic groups.	-states the political, social and economic organization of ethnic groups, -gives the characteristics of kingdoms	-Each Kingdom has/had a hereditary ruler called a King. -Each King has/had a single supreme king at a time. -Each kingdom has /had well established social institutions such as clans and lineages. Kingdoms expanded by raiding neighbouring kingdoms. <b><u>Political Organisations</u></b> -Chieftdom. -Clans. Kingdoms e.g Ankole, Tooro, Buganda.	Question and answer.	Stating the political, social and economic organisation of different tribal groups.  Identifying ancient kingdoms formed after the collapse of the Bunyoro Kitara empire.	Chalkboard illustration about ethnic group facts	Interpersonal relationships  Critical thinking.  <b><u>Values</u></b> *Patience *Sympathy *Carefulness *Orderliness *Appreciation	
	1		BUNYORO KINGDOM		-lists the kingdoms formed in after the collapse of Bunyoro kitara empire.  -states the factors for the downfall of Bachwezi	-It was founded by the Batembuzi. -The Tembuzi were replaced by the Bachwezi. The Bachwezi were replaced by the Luo Biito. <b><u>Effects/ contributions of the Bachwezi</u></b> -They introduced centralized monarchy. -They introduced bark cloth making. -They started salt mining					

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5	2	EAC	CULTURE	The learner spells, Reads and Pronounces the given words correctly e.g -Museum -Stone age site	<ul style="list-style-type: none"> <li>-The learner defines the term culture</li> <li>-Lists down the importance of culture.</li> <li>-mentions the ways of preserving culture.</li> <li>-mentions cultural activities and social activities.</li> <li>-mentions examples of materials and non material culture.</li> <li>-states how parents help their children to learn their culture.</li> <li>-states the advantages and disadvantages of population growth.</li> </ul>	<ul style="list-style-type: none"> <li>-Culture is the norms and values of a society.</li> <li>-Culture is the accepted practices and beliefs of a society.</li> <li>-Culture is all what is given to an individual from the time of birth to the time of death.</li> <li><b>Types of culture</b></li> <li>-Material culture</li> <li>-Non – material culture.</li> <li><b>Importance</b></li> <li>-It promotes identity</li> <li>-It promotes proper upbringing of children/ discipline.</li> <li>-It promotes respect for parents and elders etc</li> </ul>	<ul style="list-style-type: none"> <li>*Story Telling</li> <li>*Guided discovery.</li> <li>*Brain storming</li> <li>*Question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Writing notes.</li> <li>*spelling</li> <li>*Pronouncing</li> </ul>	<ul style="list-style-type: none"> <li>*SST Text BKS.</li> <li>*Local environment</li> <li>*Resource person</li> </ul>	<ul style="list-style-type: none"> <li>Giving accurate information</li> <li>Clear pronunciation of words.</li> <li>Working together</li> <li>Solidarity</li> <li><b>Values</b></li> <li>-Respect</li> <li>-trust</li> <li>-Appreciation</li> </ul>	Mk BK6 pg34-40  P.6 Curr 2010. Pgs 310, 313
	3		POPULATION			<ul style="list-style-type: none"> <li>It is the number of people living in an area for a given time.</li> <li><b>Other terms</b></li> <li>-Population growth/Increase.</li> <li>-Population density.</li> <li>-Population explosion.</li> <li>-Population census</li> <li>-Population distribution.</li> <li>-Population structure.</li> <li>-Census night</li> </ul>					
	4		FACTORS THAT INFLUENCE POPULATION GROWTH			<ul style="list-style-type: none"> <li>-High fertility in women.</li> <li>-Improved social services.</li> <li>-Unplanned family sizes.</li> <li>-Polygamy.</li> <li>-Early marriages.</li> <li>-Religious beliefs.</li> <li>-Advantages of population growth</li> <li>-Disadvantages of population growth.</li> </ul>					

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6	5	EAC	REASONS WHY POPULATION CENSUS IS CARRIED OUT	The learner, spells, Reads and Pronounces the given words correctly	The learner; mentions the factors influencing settlement patterns in East Africa, -Social services. -Nature of soil. -Job opportunities. -Attitude -Climate.	-To find out employment status. -To find out the size of the population. -To know the proportion of foreigners. -To find out the growth rate of the population. -To find out the population structure.	Story Telling  Guided discovery	Reading  Writing notes.	SST Text BKS	-Telling stories.  -Discussing.  -Drawing	Mk BK6 pg45-50
	1		FACTORS FOR POPULATION DISTRIBUTION IN EAST AFRICA	-writes word sentences related to population distribution.		-Climate -Soils/ Types of soil -Altitude -Urbanisation -Social services. -Economic activities & Job opportunities.	Brain storming				P.6 Curr 2010. Pg 310,
	2		Map of East Africa showing population distribution		The learner, -studies the map of East Africa showing population distribution -draws and names relevant information about population distribution	Map of East Africa showing population distribution	Explanation				
	3		ARABS		-The learner lists the items brought by the Arabs. -Reasons for the coming of Arabs  -Positive and negative effects of long distance trade.  -Positive and negative contributions of Arabs.	-They came from Saudi Arabia. -They came to trade and spread Islam. -They travelled by dhows driven, By Monsoon winds. -Contribution of Arabs.  -They introduced new skills eg stone building. -They introduced Zebu cattle. <b>Negative effects</b> -They introduced slave trade. -They led to loss of African culture.		Asking and answering questions  *studying *observation *drawing *interpretation *shading *naming	SST Text BKS  Atlas  Charts showing relevant information about population distribution and density.	Answering questions.  Spelling.  Pronouncing words.	Mk BK6 pg39-43
	4		THE LONG DISTANCE TRADE		The learner; mentions the items of trade during long distance trade *Slave trade and its effects.	<b>Effects of long distance trade</b> -New trade items were introduced. -It caused inter tribal wars. -It led to death of many wild animals. -New towns were built. -Families broke up.					



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7	5	EAC	COASTAL TOWNS OF EAST AFRICA BUILT BY ARABS	The learner spells, Reads and Pronounces the given words correctly	The learner; Mentions the examples of coastal towns -Malindi -Lindi -Mogadishu -Kilwa -Mtwara -Tanga -Mombasa etc.		-Discussion. -Story telling	-Discussing -Drawing	Wall charts	Drawing	Mk BK6 pgs 41-43
	1		OTHER FOREIGN GROUPS		The learner, mentions the role played by, *Banyans *Alidina *Visram	-Explorers. -Missionaries -Administrators -Settlers -Traders (Arabs and Indians)  <u>Indians</u> -They came to East Africa to provide labour to the building of Kenya – Uganda railway line. -They introduced the first modern money (Rupees)/ Banking. -Sugar cane growing. -They started money lending					

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7	2	EAC	EXPLORERS	The learner spells, Reads and Pronounces the given words correctly	The learner; lists down the groups of Europeans that came to East Africa.  -Mentions the Explorers who came to East Africa.	-Explorers were people who came to Africa from their continents to study more about the geography of Africa. <b>-They wanted to;</b> Find the source to River Nile. To look for more land for settlement. To look for market. To look for raw materials. To spread Christianity.	-Debating. -Story telling	Debating	SST text bks	-Debating	Mk BK6 pgs 125-133
	3		EXPLORERS WHO CAME TO EAST AFRICA		-gives reasons for the coming of Explorers.	-Dr. David Livingstone -HM Stanley. -John Speke -James Grant. -Joseph Thompson -Richard Burton etc					
	4		PORTUGUESE EXPLORERS		-mentions the examples of societies that sent explores. *RGS *African Association  -states the role played by Prince Henry the Navigator.	-They came from Portugal in Europe. -They were looking for the Sea route to India. -Portuguese were the first Europeans to come to the coast of East Africa. -Vasco da Gama discovered the Sea route to India and was assisted by Ahmed Bin Majid -Vasco Da Gama was only welcomed by the Sultan of Malindi at the East African Coast. Portuguese were interested in getting spices and silk from the far East.					
	5		Reasons for the Portuguese staying at the East African Coast.		-states how explorers led to the colonization of East Africa.  -draws a map of Africa showing the route of Vasco Da Gama	Why were the Portuguese interested in controlling East African Coast? -They wanted to control coastal trade/ Trade on Indian Ocean. -To create a resting base for the sailors/traders. To break moslem domination/ spread of Christianity.					

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8	1	EAC	EFFECTS OF THE PORTUGUESE AT THE COAST OF EAST AFRICA	The learner spells, Reads and Pronounces the given words correctly	-The learner lists down the groups of Europeans that came to East Africa. -Mentions the Explorers who came to East Africa. -Reasons for the coming of Explorers.	<b>Positive Effects</b> -East Africa was linked to Europe and India. -New crops were introduced eg maize, Pineapples, Ground nuts etc. -Christianity was introduced. -Fort Jesus was built for protection. -Slave trade was stopped at the coast of East Africa.	-Discussion -Story telling	-Telling stories	SST text bks	-Telling stories	Mk BK6 pg127-128
	2		NEGATIVE EFFECTS		The learner, states why the Portuguese rule declined.	-They caused revolts at the coast of East Africa. -They over taxed Africans at the coast of East Africa. -It increased hatred between the coastal natives. -Harsh rule was introduced.					
	3		CHALLENGES FACED BY THE EARLY EUROPEANS		-The learner lists down the challenges faced by the travelers.	-Difficulties in speaking the native languages. -Attacks from hostile wild animals. -Attacks from hostile tribes. -Attacks from tropical diseases.	-Guided discovery -Guided discussion -Telling stories	-Reading -Telling stories	SST text bks	Reading	Mk BK6 pg131-133
	4		MISSIONARIES		-states why Kabaka Muteesa I invited missionaries.  -States why Kabaka Muteesa I lost interest in missionaries.	Missionaries were/ are the people who left/ leave their homeland for foreign land to teach the word of God. -Missionaries wanted to teach the word of God. -To stop slave trade. -To teach people how to read and write/ to civilize Africans.					
	5		EFFECTS OF MISSIONARIES  Group of missionaries in East Africa.			-They decampaigned slave trade. -They introduced formal education. -They introduced new crops. -The CMS -The white Father -Mill Hill/ Mary Hill					

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9	1	EAC	PROBLEMS FACED BY MISSIONARIES	The learner spells, Reads and Pronounces the given words correctly	The learner; states the factors which delayed missionary work.	-Attacks by hostile tribes. -Unfaithful porters. -Attacks from hostile wild animals. -They suffered from tropical diseases. Etc	-Guided discovery  -Guided discussion  -Telling stories	-Reading  -Telling stories	SST text bks	Reading	Mk BK6 pgs 136-138

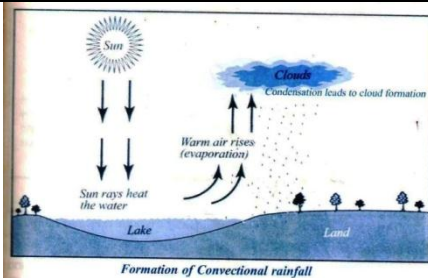
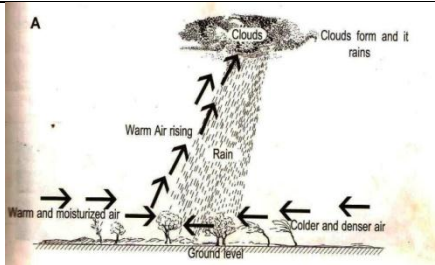
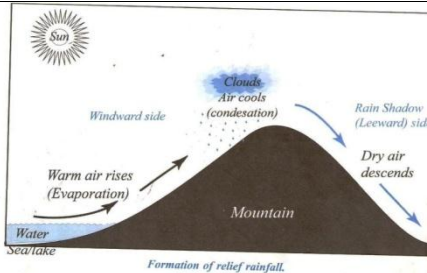
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## P.6 SOCIAL STUDIES SCHEME OF WORK - TERM TWO

WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF
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1	1	RESOURCES IN EAC	Examples of resources	The learner spells, pronounces and uses the given vocabulary to make correct sentences  *Land *Climate *Minerals  *Land *Climate *Human resource *Animals *Plants	The learner lists down the examples of resources; *Land *Minerals *Climate *Human resource *Animals *Plants	-Land -Minerals -Water -Animals -Plants -Climate -Human resource	Guided discovery	Asking and answering questions	real objects	love  sympathy  care	MK BK 6 56-61
	2		Types of resources			-Renewable resources e.g. -land -plants/vegetation -animals.  -Non-renewable eg minerals	Explanation				
	3		Land			<b>Importance of land</b> -It is used for cultivation/crop growing  -It is used for settlement -It is sold for income <b>Why land is the most important resource?</b>					
	4		How to care for land			-adding manure -mulching -terracing <b>Plants</b> Traditional and nontraditional cash crops					
	5		Water			The learner spells, pronounces and reads correctly the given new words					

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2	1	RESOURCES IN EAC	Rivers in East Africa	The learner spells, pronounces and reads correctly the given new words	The learner lists down examples of water bodies Uses of water problems faced by water sources	R. Nile R. Kafu R. Tana R. Kagera etc <b><i>Why most rivers flow towards the Indian ocean.</i></b> <b><u>Lakes in East Africa</u></b> *L. Victoria *L. Albert *L. Kyoga *L. Nakuru *L. Tanganyika	discussion  explanation  illustration  Guided discovery	discussion  answering questions	SST Text book  Atlas maps	care  love  sympathy	MK BK 6 83-90
	2		Importance of lakes and rivers			They are sources of fish They are sources of water They are sources of income through tourism They form boundaries					
	3		Fishing			<b><u>Fishing</u></b> -It is catching of fish from water bodies Types of fishing *Modern *Traditional methods					
	4		Traditional methods			-Hand gathering -Fishing baskets -Bow and arrows -Spearing -Fishing hooks/hooking					
	5		Modern methods of fishing			-Gill netting -Trawling -Drifting -Perse seine nets					

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3	1	RESOURCES IN EAST AFRICAN COMMUNITY	Fish preservation	do	do	<b>Fish preservation</b> is the process of protecting fish from going bad Traditional methods -smoking -sun drying -salting -making flour from fish	Guided discovery  guided discussion	Asking and answering questions   reading	SST Text book	care  love	MK BK 6 93-98
	2		modern methods of preservation			modern methods *tinning/ canning *freezing/ refrigerating	story telling			sympathy	
	3		importance of fishing			-it is a source of food -It is a source of income -It is a source of jobs					
	4		Problems faced by the fishing industry and solutions	The learner spells, pronounces and uses the given vocabulary to make correct sentences	The learner lists down the importance of fishing -Problems faced by the fishing industry	<b><u>Problems faced by the fishing industry</u></b> *Over fishing *Fish poisoning *Poor storage facilities *Shortage of capital *Poor transport <b><u>Solutions to the problems</u></b> -Establishment of modern storage facilities -Establishing loan schemes -constructing modern road facilities					
	5		TOURISM	The learner spells, pronounces, and uses the given vocabulary to make correct sentences.	The learner mentions the examples of tourists attractions in East Africa	<b><u>Tourism</u></b> *Meaning *Why tourism is called i)an industry ii)invisible trade iii)invisible export *Importance of tourism *Tourist attraction *Problems facing tourism *Solutions to problems facing tourism.	Guided discovery  Explanation  Demonstration	answering given questions	SST Text book		MK BK 6 Pg 34, 35, 36

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4	1		Formation of convectional rainfall	The learner reads, spells words like  *climate  *Equatorial,  *Tropical  *Semi-desert,	The learner describes; *Tropical climate *Equatorial climate *Semi-desert.		Guided discovery  guided discussion  story telling	Asking and answering questions   reading	SST Text book	care  love  sympathy	MK BK 6 93-98
	2		Formation of frontal rainfall	*Cyclonic(frontal)  *Relief  *Convectional	The learner mentions the factors influencing climate *Altitude *Latitude *Prevailing winds						
			Formation of Relief rainfall		The learner mentions different types of rainfall.						
	3		Vegetation	The learner spells words like; *Deciduous *Miombo	The learner states the meaning of vegetation.	<b><u>Vegetation in East Africa</u></b> -Types of vegetation -Factors influencing vegetation -Why miombo woodland is sparsely populated -Vegetation zones/ types of natural vegetation					MK BK 6



WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF
				LANGUAGE	SUBJECT						
	4		minerals	The learner spells, pronounces and uses the given vocabulary to make correct sentences;  *Diamond.  *Mining.  *Drilling.	The learner mentions the mining areas in East Africa  *Diamond(Mwadui)  *Limestone(Sukuru Hills)  *Phosphates(Sukuru Hills)  *Cobalt (Kilembe)	<b><u>Types of minerals</u></b> -metallic - <b>gold</b> -non-metallic – <b>salt, nickel</b>  <b><u>Methods of mining</u></b> -open cast -underground mining -drilling -Alluvial mining	Guided discovery  guided discussion	Asking and answering questions  reading	SST Text book	care  love  sympathy	MK BK 6
	5	Importance of mining				-It is a source of income -It is a source of jobs -It is a source of raw materials  <b><u>Problems faced by the mining industry</u></b> -Shortage of funds -political instability -poor transport -remoteness of some areas	story telling				
5	1	Transport and communication in East Africa	Communication	The learner spells, reads, and pronounces words correctly	The learner -defines communication -lists down the types of communication	<b><u>Communication</u></b> is the sending and receiving of messages  <b><u>Types of communication</u></b> -traditional means -modern means	Guided discovery  guided discussion	telling stories  discussing	SST TEXT BOOK	charity care  love	MK BK 6 101-112
	2	traditional means			lists the means of communication	horns drum smoke bell trumpet whistle	story telling				

WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF
				LANGUAGE	SUBJECT						
6	3		challenges of traditional communication	do	do	-Delay of messages -A lot of effort was required -covering small area	Guided discovery	telling stories Guided discovery	SST TEXT BOOK	charity care	MK BK 6 101-112
	4		modern means of communication			-telephones -tax -radio -newspaper -television	guided discussion	guided discussion		love	
	5		newspaper			-Daily monitor -Arusha times -New Vision Bukedde	story telling	story telling			
	1	Transport and communication	Advantages of Newspapers			-they provide current news -they provide stories for entertainment -they provide education information -they store information for future reference		Asking and answering questions			MK BK 6 105-107
			Disadvantages of newspapers			-They are not widely read in rural areas -They are expensive to buy daily -They can only be used by literate people		reading			
	2		Television and telephones	The learner spells, pronounces words like; *Audio *Visual	The learner mentions the advantages of TVs over Radios.  The learner mentions the examples of Tele-communication companies	<b>Televisions</b> -They are audio – visual. -Examples of TV stations -Why televisions are few in rural areas. -Advantages and disadvantages of telephones. -Tele-communication companies ie MTN Airtel, Africell, Smile					

WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF
				LANGUAGE	SUBJECT						
7	3	Transport and communication do	Advantages of a radio	The learner spells, pronounces words like; *Audio *Visual	The learner mentions the advantages of TVs over Radios.	-They can be used by people who cannot read -They provide entertainment -They provide current news	Guided discovery	telling stories	SST TEXT BOOK	Charity	MK BK 6 101-112
	4		Disadvantages of radios		The learner mentions the examples of Tele-communication companies	-They don't favor deaf people -They are expensive especially dry cells -Communication is affected by language	guided discussion	Guided discovery		care	
	5		Challenges in communication		The learner mentions the advantages and disadvantages of telephones.	-shortage of electricity -delay of letters -too busy network -some people are illiterate -Examples of radio stations.	story telling	guided discussion		love	
	1	Transport				-It is the movement of people with their goods from one place to another <b><u>Types of transport</u></b> -road -railway -air -water -pipeline <b><u>Traditional means of transport</u></b> -canoes    -foot -rafts -dhows -ropes -bridges stepping stones		story telling			MK BK 6 110-113
								discussing			

WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF
				LANGUAGE	SUBJECT						
	2	Transport and communication	modern means of transport			-ships -ferries trains cars lorries aero planes helicopter	Guided discovery  guided discussion	reading  telling stories	SST TEXT BOOK	charity  care	MK BK 6 114-119
	3		Advantages of road transport	The learner spells, reads and pronounces correctly given vocabulary	The learner lists down the advantages and disadvantages of road transport, railway and air transport	<b><u>Advantages of road transport</u></b> -It is cheaper to construct roads than railways and air ports. -It does not keep a fixed time table -It provides door to door services.	story telling			love	
	4		Disadvantages of road transport			-There are many road accidents. -There is always traffic jam -Some roads are affected by bad weather.					
	5		Advantages of water transport			Advantages of water transport -It is the cheapest type of transport. It transports more bulky goods than air ,railway and road transport					

WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF					
				LANGUAGE	SUBJECT											
	5	Transport and communication		The learner spells, reads and pronounces correctly given vocabulary	The learner lists down the advantages and disadvantages of road transport, railway and air transport  The learner mentions the different railway lines built in East Africa.	<b>Disadvantages</b> -It can't transport perishable goods to overseas because it is slow -It can be affected by storms	Guided discovery	reading	SST TEXT BOOK	charity	MK BK 6 114-119					
8	1		Advantages of railway transport Advantages of air transport					-It carries more bulky goods than road transport -It is cheaper in terms of transport costs road and air transport -It is more comfortable than road transport Disadvantages -It is limited to some places -It cannot carry perishable goods to distant countries		guided discussion	telling stories	care	MK BK 6 118-119			
	2														story telling	Answering given questions
						<b>Advantages-</b> It is the fastest means of transport -It is reliable -It links different regions - Most comfortable transport Disadvantages -It is expensive -It is affected by fog and rain -It is not common -It is only profitable if transported goods are of high value										
						<b>Examples of railway lines built in East Africa</b> *Tanga – Korogwe railway line *Kenya – Uganda railway *TAZARA /TANZAM railway										

WK	PD	TOPIC	S.TOPIC	COMPETENCES		CONTENT	METHODS	ACT	L/AIDS	SKILLS	REF
				LANGUAGE	SUBJECT						
8	3	Transport and communication	Pipeline	The learner spells, pronounces and uses vocabulary correctly	The learner gives the advantages and disadvantages of pipeline transport	-It is less costly compared to other types -Less labour is used -It is quicker and easier than road and railway transport Disadvantages -It is expensive to buy and install pipes -It is difficult to realize in case of leakage	Guided discovery	Reading	SST TEXT BOOK	charity	MK BK 6 119-122
	4		Transport problems faced by land locked countries				guided discussion	telling stories		care	
	5		Solutions to transport problems				story telling	Answering given questions		Love	
9	1		Animal transport	The learner spells, pronounces and uses the vocabulary correctly; *hump *padded *Carmel	The learner mentions the adaptations of a Carmel to living in deserts.  The learner mentions the examples of animals reared for transport	<u><b>Animal transport</b></u> -Examples of animals reared for transport i.e.; *Carmel *Donkeys *Oxen *Horses.  Adaptation of a Carmel to living in deserts.  A Carmel has big padded feet which make it to easily walk on sand etc	Explanation			Charity	

END

## P.6 SOCIAL STUDIES SCHEME OF WORK - TERM THREE

WK	PD	TO PIC	S/TOPIC	COMPETENCES		CONTENT	METHODS	ACTINITIES	T/AIDS	SKILLS	R EF
				LANGUAGE	SUBJECT						
1	1	The road to independence in E.Africa	How Africans reacted towards colonialism	The learner spells, reads and pronounces the given new words e.g. struggles, reaction, colonialism	The learner lists down  1) Ways how the Africans related.  ii) Lists down the personalities in the formation. Staging rebellions.	-Some Africans resisted. Collaborated/accepted colonialism. -Reasons for collaboration. -Example of collaborators. -Reason s for resistance. -Examples of resisters	Story telling	Telling stories Discussing	SST TEXTBOOK	LOVE  CARE  SYMPATHY	MK TEXTBOOK PG 146-151
	2		Rebellions		The learner; states the causes and effects of rebellions staged in East Africa.	-Hehe -Majimaji -Maumau -Abushir -Nyangire -Mwanga revolt	Group discussion				
	3		Maji Maji		The learner; states the way how the demand for independence in Uganda was different from that of Kenya	<u>Causes</u> .Forced labour .Heavy taxation .Denial of Africans to grow cash crops. .Re placement of the negative rulers	Guided discovery				
	4		Effects			.Death of many people .Displacement of Africans were allowed to grow cotton.					
	5		Abushir			.Over taxation .Domination of Germans in the costal trade.					

WK	P.D	TOPIC	S/TOPIC	COMPETENCE		CONTENT	METHODS	ACTIVITIES.	L/AID	SKILLS	REF
				LANGUAGE	SUBJECT						
2	1	The road to independence in E.Africa	Mau- Mau	The learner spells, reads, and uses the new words in making sentences.	<p>The learner Lists down the causes of the rebellions.</p> <p>-Effects of the rebellions</p> <p>-Lists down personalities.</p>	<p>-Death of people</p> <p>-Displacement of people</p> <p>-Destruction of people's property</p> <p>-Colonialists Reduced their harsh rule.</p> <p>-Africans were nominated in the Legco.</p>	<p>Story telling</p> <p>Brain storming</p> <p>Discussion</p>	<p>Discussion</p> <p>Telling stories</p>	SST TEXTBOOKS	Love-Care	Mk bk 6 pg 146-151
	2		Causes of Mau-Mau		<p>The learner mentions the political parties formed in East Africa during colonial rule</p> <p>*UPC</p> <p>*DP</p> <p>*UNC</p> <p>*KY</p>	<p>-Over taxation</p> <p>-Imbalance representation in the Legco</p> <p>-Harsh rules e.g. Kipande and colour bar.</p>					
	3		Personalities in the struggle for Kenyan's independence		<p>-KANU</p> <p>-KADU</p> <p>-TAA and later TANU.</p>	<p>-Jomo Kenyatta</p> <p>-Odinga Oginga</p> <p>-Ronald Ngala</p> <p>-Tom mboya</p>					
	4		Personalities in Uganda		<p>The learner states why Tanganyika got independence earlier than other East African countries.</p>	<p>-Dr Milton Obote</p> <p>-Ben kiwanuka</p> <p>-IK musaazi</p> <p>-Kabaka Mutesa II</p>					



WK	P.D	TOPIC	S/TOPIC	COMPETENCE		CONTENT	METHODS	ACTIVITIES	L/AID	SKILLS	REF	
				LANGUAGE	SUBJECT							
2	5	The road to independence in E.Africa	RWANDA	-DO-	The learner states the political parties that led countries of East Africa to independence; Uganda – UPC Kenya – KANU Tanganyika – TANU Rwanda – PARMEHUTU Burundi - UPRONA	There are two major tribes in Rwanda .Hutu(majority) .Tutsi/ Tusi The king of Rwanda and Burundi kingdom was Umwami. -PARMEHUTU led Rwanda to independence in 1962. -The ruling party is Rwanda patriotic front(RPF)	Group discussion	Discussion	SST TEXT BBOOKS	SYMPTHY-CARE	MK BK 6 PG 158-160	
3	1		Challenges of post independence in Africa		-Tribalism -Corruption -Poverty -Political instabilities/civil wars -Foreign influence -Diseases -High rates of refugees	Story telling						
	2		Democratic rule in E.Africa									Forms of democracy -Direct/participatory democracy -Indirect/ representative.
	3		Roles of Electoral commission				List down the roles of Electoral commission					-To demarcate constituencies -To organize regular free and fair national elections. -To compile and update voter’s registers. -To carryout civil education.
	4		Challenges of Electoral commission		-Shortage of funds. -Poor transport -Vote rigging -shortage of experienced workers -Bad weather -Government influence	Asking questions						
	5		Citizenship		The learner mentions the ways how one can lose citizenship	-It is a state of belonging to a particular country -A Citizen is a person who belongs to a particular country forms/types -By birth -By naturalization -Registration -Descent -Adoption.						Love

WK	P. D	TOPIC	S/TOPIC	COMPETENCE		CONTENT	METHODS	ACTIVITIES.	L/AID	SKILLS	REF
				LANGUAGE	SUBJECT						
4	1	The road to independence in East Africa	Rights of citizens	The learner uses the given new vocabulary to make correct sentences.	The learner lists down rights of citizens -Responsibilities of citizens. The learner mentions bad practices during elections <ul style="list-style-type: none"> <li>❖ Registering more than once</li> <li>❖ Voting more than once</li> <li>❖ The learner mentions the roles of electoral commission</li> </ul>	To keep law and order. -To pay taxes -To conserve the environment/to protect the environment. -To report law breakers.	Brain storming question				
	2		Electoral processes			-Nominating candidates -Registering voters -Civil education -Casting ballots on the voting day -Announcing and declaring winners.					
	3		Electoral terms -presiding officer -polling station -constituency -polling agent -polling assistant -returning officer			-Election is process by which people choose their own leaders -By election is an election held to fill a vacant post after general elections. -Polling is a station or place where people go to vote for leaders.					
	4	Responsible living in East Africa Environment	Components of environment. -Air -People -Plants -Animals -Land/Soil	The learner spells, pronounces correctly the given vocabulary.	The learner lists down the components of the environment.  Negative practices.  Positive practices.	-Environment is man and his surroundings -Environment is people and their surroundings. Air -People Plants/vegetation Water/lakes/rivers Hills/mountains.		-Asking question -Answering questions	SST TEXTBOOK –Electoral chairs	Sympathy and love	Mk bk6 pg 168-170
	5		Negative environmental practices effects -Floods -Land slides -Global warning			Negative environmental practices .Over cultivation .Over grazing .Uncontrolled bush burning .Deforestation .Making bricks .Roads construction.					

WK	P.D	TOPIC	S/TOPIC	COMPETENCE		CONTENT	METHODS	ACTIVITIE S.	L/AID	SKILLS	REF
				LANGUAGE	SUBJECT						
5	1		Positive practices in the environment	-DO-	-DO-	.Forestation/ A forestation .Reforestation .Agro-forestry .Crop rotation .Terracing .Mulching .Strip cropping .Rotational grazing.	Guided discovery  Questions and answers	Asking Qns-Answering Qns.	Environment –Wall chairs	sympathy -love Care-sympathy	MKbk6 PG 172-175
	2		Alternative energy use			-HEP .Biogas .Using electricity .wood dust and coffee husks. -Thermal energy -Geothermal energ					
	3	-DO-	Soil conservation			Ways of conserving soil. .soil conservation is the wise use of and managing of soil. .Mulching .Terracing .Crop rotation .Rotational grazing .Controlled bush burning.					Mk bk 6 pg 183-190
	4		Conserving wetlands			Ways of conserving wetlands .Wetlands are:-Water logged places .Controlled harvests of wetland products .Avoid settling, farming and building industries in wet land.					
			Conserving forests			.Afforestation .Reafforestation .Controlled harvesting trees .Establishing game parks .Energy saving cooking stoves.					

WK	P.D	TOPIC	S/TOPIC	COMPETENCE		CONTENT	METHODS	ACTIVITIES	L/AID	SKILLS	REF
				LANGUAGE	SU BJECT						
6	1	Responsible living in E.African environment	Proper management of wastes.	The learner spells, pronounces and uses the given new words correctly.	The learner lists down Ways of managing wastes. .Lists down branches of NEMA .Lists down functions of NEMA .Effects of irresponsible living in environment.	-Use of the 5RS eg. reuse ,recycle, refuse, reject, return. -Proper disposal of rubbish or litter.  -National forestry authority(NEMA) -Uganda wildlife authority(UWA) -NB: National environment authority management authority(NEMA)	Story telling  Guided discovery	Discussing  telling story	Wall charts  SST BKS	LOVE  CARE	MK BK 6 PG 190-196
	2		Branches of NEMA								
	3		Functions of NEMA								
	4		Results of irresponsible living in			-Floods -Landslides -Desertification -Climatic change					

WK	PD	TOPIC	S/TOPIC	COMPETENCE		CONTENT	METHODS	ACTIVITIES.	L/AID	SKILLS	REF
				LANGUAGE	SUBJECT						
6	5	-DO-	Causes of climatic change	-DO-	-DO-	.Deforestation .Swamp drainage .Industrial activities Measure for maintaining climate .Forestation .Reforestation .Conserving of wildlife .Conserving wetlands.	Story telling  Guided discovery	Discussing  telling story	Wall charts  SST BKS	LOVE  CARE	Mk bk 6 pg 193-190 4

END