**GENERAL TOPICS GENERAL COMPETENCES**

**SUBJECT : SOCIAL STUDIES** i) The road to independence in East Africa i) ……………………………………...

**CLASS: PRIMARY SIX** ii) Responsible living in East Africa ii) ………………………………………

**TERM: THREE** iii) …………………………………… iii) ………………………………………

**YEAR: 2016** iv) …………………………………… iv) ………………………………………

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| **WK** | **PD** | **Theme** | **Topic** | **Sub-topic** | **Competence** | | **Content** | **Method** | **Activities** | **T/L AID** | **L/Skills ind.** | **REF** | **REM** |
|  |  |  |  |  | **Subject** | **Language** |  |  |  |  |  |  |  |
| 1 | 1  &  2 | Living together in East Africa | The road to independence in East Africa | The coming of foreigners in East Africa | The learner;  -identifies the first foreigners to come to East Africa.  -states the reasons for the coming of the Arab traders.  -states the areas of their settlement and operation. | The learner;  -spells zenj Empire , coast.  -uses the spelt words to construct sentences. | **Coming of foreigners in East Africa**.  Arab traders  -Reasons for the coming of the Arabs in East Africa.  -The areas of Arab settlement and operation.  -Goods brought by Arabs in East Africa.  -Goods got by Arabs from East Africa.  -Why Arabs took long to enter the interior of East Africa.  -Contributions of Arabs  -Problems faced by Arabs in East Africa. | Guided discovery  Discussion  Question and answers  Inquiry | Identifying the first foreigners to come to East Africa  Explaining the purpose of their coming  Discussing effects of their coming. | A map of East Africa showing coastal towns. | Effective communication  Fluency  Audibility  Articulation  Creative thinking | New primary six curr.  Functional social studies pupil’s book six page 130 – 133  Mk standard social studies bk 6 page 104 - 106 |  |
|  | 3 |  |  | Slave trade | Defines slave trade  States reasons for slave trade  Identifies African tribes that participated in slave trade  States methods used to obtain slaves.  Names slave markets in East Africa.  Suggests effects of slave trade. | Spells and reads slave trade, displacement, raiding ,  Legitimate | Slave trade  Defines slave trade  Reasons for slave trade  African tribes that took part in slave trade  Methods that were used to obtain slaves.  Slave markets in East Africa  Effects of slave trade  Steps taken to end slave trade  Methods used to abolish slave trade. | Brain storming  Guided discovery  Discussion  Role play | Defining slave trade  Suggesting reasons for slave trade  Identifying  African tribes that participated in slave trade. | Pupils | Effective communication  Audibility  Fluency  Critical thinking  Honesty | New pri.six curr.  Funct.SST ppl’s bk 6 pg 136-139  Mk standard SST bk 6 pg 107 - 108 |  |
|  | 4 |  |  | The Indian traders and groups of Europeans that came to East Africa | States how Indians came to East Africa  Writes contributions of the Indians.  Mentions groups of Europeans that came to East Africa.  Defines explorers  States reasons for their coming to E.A. | Spells, reads and writes words like interior, administrator, pleasure, exploration. | **The Indian traders**  How Indians came to settle in E.A.  Contributions of the Indians  **Groups of Europeans that came to E.A.**   * European explorers * European missionaries * European traders * European settlers.   Explorers  -Definition of explorers  -Reasons why European explorers came to Africa.  -Problems faced by explorers in East Africa. | Guided discovery  Brain storming  Discussion  Inquiry | Stating how Indians came to E.A  Writing contribution of the Indians  Defining explores | Chalk board | Effective communication  Creative thinking  Critical thinking | New pri.6 curr. Pg 326  Mk stand.SSST pg 109  Functional SST ppl’s bk 6 pg 140 (145) |  |
| 1 | 5 |  |  | Portuguese explorers | Describes the Portuguese explorers  Describes brief history about Portuguese explorers  States reasons why Portuguese wanted to conquer the coast of E.A | Spells , reads and writes  Conquer navigators, sultan , coast | Portuguese explorers  Brief history about Portuguese explorers  Reasons why the Portuguese wanted to conquer the coast of E.A.  Portuguese rule in E.A. | Guided discovery  Brain storming  Question and answer. | Describing brief history about Portuguese explorers  Stating reasons why Portuguese wanted to conquer the coast of E.A. | Chalk board | Effective communication  Fluency  Articulation  Creative thinking | New pri. Six curr pg 326  Mk standard SST bk 6 pg 110 – 111.  Func. SST bk 6 pg 140. |  |
| 2 | 1 |  |  | Life under Portuguese rule | States reasons why Portuguese failed to establish good relationship.  States contributions of the Portuguese  Mentions reasons for building Fort Jesus. | Spells, reads and writes governors , accommodation , brutal | Reasons why the Portuguese failed to establish good relationship with E.African people.  Contributions of the Portuguese  Reasons for building Fort Jesus.  How is Fort Jesus useful to Kenya’s economy? | Guided discovery  Brain storming  Discussion  Inquiry | Stating reasons why the Portuguese failed to establish good relationship. | Chalk board | Critical thinking  Effective communication | New pri. Six curr. Page 326  Mk standard SST bk 6 |  |
|  | 2 |  |  | Other European explorers | States where most explorers came from  States reasons why they first went to Zanzibar  Gives reasons why most explorers used Tanzania routes not Kenya. | Spells , reads and writes geographical , penetrate , permission , abolition | Other European explorers  Reasons why they first went to Zanzibar  Give reasons why most explorers who came to East Africa used Tanzania not Kenya.  Some explorers who came to E.A  John Speke and Richard Burton | Brain storming  Guided discovery  Discussion | Stating where most explorers came from  Suggesting reasons why they first went to Zanzibar  Spelling, reading and writing. | Chalk board | Effective communication  Sharing  Critical thinking | New pri. Six curr. Pg 326.  Mk stand. SST pupils bk 6 pg 112. |  |
|  | 3  &  4,  5 | **BEGINNING OF TERM EXAMINATIONS** | | | | | | | | | | | |
| 3 | 1 | Living together in E.A | The road to independence in East Africa. | Speke, Grant and Sir Samuel Baker | Describes the coming of Speke and Grant.  Describes their journeys in E.A. | Speke and Grant  Sir Samuel Baker | Brain storming  Discussion  Guided discovery | Brain storming  Discussion  Guided discovery | Spelling words related to the subtopic  Describing the journeys of the given explorers | Chalk board | Effective communication  Critical thinking | Functional social studies page 152  New pri. Six curr. Pg 326 |  |
|  | 2 |  |  | Dr. David Livingstone  And Henry Morton Stanley | Describes the journey of each of the explorers mentioned | Spells, reads and writes missionary abolition , servants , explorer | Dr. David Livingstone  Henry Morton Stanley | Guided discovery  Brain storming  Discussion | Describing the journey of each of the explorers mentioned. | chalkboard | Effective communication  Critical thinking | Functional sosila studies bk 6 pg 149 |  |
|  | 3 |  |  | Joseph Thompson, Count Teleki, James Bruce | Draws the map of East Africa. | Spells, reads and writes route , scientists , observe | Joseph Thompson  Count Teleki  James Bruce  Dr. Fischer  Map showing explorers’ routes in East Africa. |  |  |  |  | New primary six curr. Pg 326. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | 2 | Living together in E.A | The road to independence | European traders (trading companies) | Describes the European traders  Describes IBEACo  States aims of IBEACo  States achievements of IBEACo  Identifies failures of IBEACo. | Spells , reads and writes  Imperial ,commercial , invest , headquarters | European traders  The imperial British East African Company (IBEACo)  Aims of the IBEACo  Achievements of IBEACo  Failures of IBEACo  Why IBEACo ran bankrupt.  Contributions of Captain Fredrick Lugard  Why capt. Fredrick Lugard brought the Sudanese (mutiny) soldiers.  Reasons for the remaining of capt. F.Lugard after the collapse of IBEACo. | Guided discovery  Brain storming  Discovery | Describing  Spelling, reading and writing | chalkboard | Effective communication  Critical thinking | New Prim six curr. Pg 326. |  |
| 4 | 3 | Living together in E.A | The road to independence in E.A | Trading companies | Describes reasons for Gerald Portal’s coming | Spells, reads and writes  Anglo , Berlin , conference | Reasons why Sir Gerald Portal was sent to Uganda in 1892  The GEACO / reasons for its existence. | Discovery  Question and answer | Describing roles of Portal in E.A  Spelling and reading new words. | Board illustrations | Critical thinking  Effective communication  Respect | New pri. Six curr. Page 326. |  |
|  | 4 |  |  | European administration colonialists | Defines the Anglo-Germany agreement  Describes the scramble and partition for Africa.  States reasons for the scramble and partition. |  | Contributions of Dr. Carl Peters  The Anglo German Agreement of 1886  European Administrators / colonialists  The Berlin conference  Countries that attended the Berlin conference.  Scramble and partition for Africa.  Reasons for the scramble and partition for Africa. | Inquiry  Brain storming |  |  |  | New prim. Six curr page 326. |  |
|  | 5 |  |  |  |  |  | British and Germany spheres of influence (A map of E.A showing the above spheres)  Colonial names |  |  | A map of E.A showing spheres of influence. |  |  |  |
| 6 | 1 |  |  |  |  |  | How Germany rule came to an end in Tanganyika  Formation of the league of Nations  Second World War  Results of W.W II  Colonial policies / systems of administration. |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  | Direct rule  Reasons for using direct rule  Disadvantages of indirect rule  Indirect rule  Reasons for indirect rule  How British colonialists benefited from indirect rule  African reactions towards colonial rule.  Collaborators. |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  | Resistance (Ug)  Examples of resistors  Reasons for resistance  Resistances in Uganda  Causes of resistance in Uganda. |  |  |  |  |  |  |
|  | 4 |  |  |  | Describes Mau Mau  States reasons why it took long. | Spells words and writes e.g Resistance , Rebellion | Resistance in Kenya  Mau Mau rebellion  Reasons why Mau Mau took long to end.  Causes of Mau Mau rebellion  Effects of Mau Mau rebellion  Other minor rebellions in Kenya. | Inquiry  Question and answer  Guided discovery  Discussion | Describing different rebellions. | Board illustration | Critical thinking  Effective communication | New prim six curr. Pg 326. |  |
|  | 5 |  |  |  | Describes causes  Describes Hehe rebellion |  | Resistance in Tanganyika  Abushiri rebellion  Causes of Abushiri rebellion  Hehe rebellion  Causes of Hehe rebellion  Effects of Hehe rebellion |  | Spelling some words |  |  | New primary six curr. Page 326. |  |
| 7 | 1 |  |  |  | Describes majimaji  States the causes  Describes results of maji maji rebellion |  | Maji maji rebellion (1905 – 07)  Causes of maji maji rebellion  Results of maji maji rebellion   * Positive * Negative |  |  |  | Non-conflict resolution |  |  |
|  | 2 |  |  | Nationalism | Defines rebellion , independence | Reading new words e.g white paper , rebellion | **German rule in E.A.**  Why many rebellions were staped in Tanganyika.  How the German rule ended in E.A  Tanganyika under the British rule.  British governors of Tanganyika. | Discussion  Guided discovery  Question and answer | Discussing rebellions.  Mentioning effects of the rebellions. | Board illustrations  Atlases | Effective communication  Creative thinking | Primary six curriculum pg 326 |  |
|  | 3 |  |  | Nationalism | Defines , TANU, white settlers , effects of their settling | Writing abbreviations in full i.e TANU | Struggle for independence in E.A  1. Tanganyika  - reasons for forming TANU  - why Julius Nyerere is remembered in Tanganyika.  2. White settlers in Kenya  - reasons why the British settled on Kenyan highlands  - effects of their settling in highlands  - why Africans in Kenya were not allowed to grow their own cash crops. | Brain storming | Stating reasons why political parties were formed |  | Non violent conflict resolution  Honesty |  |  |
|  | 4 |  |  |  |  |  | LEGCO in Kenya  Demands of the white settlers  Devonshire white paper  Guidelines of the white paper  Why Kenyans opposed British rule. |  | Identifying reasons for British rule |  | Obedience  Respect |  |  |
|  | 5 | Living together in E.A | The road to independence in E.A | Nationalism | Describes nationalism in Kenya  Identifies nationalists who struggled for Kenya’s independence | Spells , writes and reads association , nationalism , independence | Nationalism in Kenya  Associations formed  Leaders of associations  Nationalists who struggled for Kenya’s independence   * Jomo Kenyatta * Oginga Odinga * Ronald Ngala * Daniel Arap Moi | Guided discovery  Brain storming  Discussion  Question and answer | Describing nationalism  Spelling words related to nationalism in Kenya | Board | Effective communication  Fluency  Audibility | New prim six curr. Pg 326 |  |
| 8 | 1 |  |  |  | Describes Burundi as a colony | Spells , reads and writes formation, political parties | Burundi colony  Formation of political parties in Burundi  Elections that led Burundi to independence. |  | Describing Burundi as a colony | Board | Critical thinking  Creative thinking | New prim six curr. Pg 326 |  |
|  | 2 |  |  |  | Describes Rwanda as a colony | Spells , spreads and writes independence, struggle , colony | Rwanda colony  Rwanda’s struggle for independence. |  | Describing Rwanda as a colony | Board | Effective communication |  |  |
|  | 3 | Living together in E.A | The road to independence in E.A | Democratic rule in E.A | Defines  Democracy , types of government  How gov’t were formed | Spells  Democracy , reads government , elections | Democratic rule in E.A  The government  Types of governments  Ways how the gov’t is formed  Elections  Types of elections | Guided discovery and answer | Discussing how democracy is practiced at school | Board illustration | Honesty  Caring | Primary six curr. |  |
|  | 4 |  |  | Elections in E.A | Defines elections  States qualities of a good leader  Gives qualification for president or M.P | Spells and reads leadership , elections , parliament | Organization of elections  Duties of the electoral commission  Electoral systems  Qualifications for a president  Qualifications for an M.P  Disqualifications  Compositions of Uganda’s parliament. | Inquiry  Role play | Stating qualification for leadership | Classroom  Pupils | Creative thinking  Non violent conflict resolution |  |  |
|  | 5 |  |  | Environment | Defines environment.  States how environment helps man to survive. | Spells, reads and writes, environment, survive, protection, sustainable. | Environment  How environment helps man to survive  Types of environment  Environmental protection  Sustainable use of environment  Importance of planting trees. | Guided discovery  Brain storming  Discussion | Defining environment  Spelling , reading and writing | Board | Effective communication  Critical thinking | New primary six curr. Page 326 |  |
| 9 | 1 |  |  |  | Mentions proper methods of farming  Suggests poor farming methods. | Spells , reads and writes alternative , energy , farming | Proper methods of farming  Advantages of proper mtds of farming to the env’t.  Poor farming methods.  Effects of poor farming methods  Alternative energy use  Dangers of using wood fuel  Conservation of wood fuel. |  |  |  |  | New primary six curr. Page 326 |  |
|  | 2 | Living together in E.A | Responsible living in E.A | Environment | States minerals used as sources of energy. | Spells, reads and writes conservation, waste, management, energy. | Minerals used as sources of energy.  Conservation of environment.  Methods of environmental conservation.  Importance of conservation practices  Methods of proper waste management.  Causes for wastes increase in the environment.  Effects of poor waste management. | Guided discovery  Discussion  Brain storming  Question and answer. | Spelling , reading and writing | Board | Effective communication  Critical thinking | New primary six curr. Page 326 |  |
|  | 3 |  |  |  | Writes NEMA in full.  Suggests aims of NEMA  Mentions functions of NEMA  States aspects of climate | Spells , reads and writes aspects , environment , climate | NEMA  Aims of NEMA  Functions of NEMA  Sections of NEMA  Climate changes  Aspects of climate  Factors affecting climate  Activities to positive climate changes  Activities to negative climate changes |  | Spelling, reading and writing | Board | Critical thinking | New prim six curr. Pg 326 |  |
| 10 |  |  |  | Environment | Describes effects of irresponsible living  States causes of each.  States effects of each.  Suggests solutions to effects of irresponsible living. | Spells, reads and writes landslides, pollution, depletion, silting, desertification, production. | Effects of irresponsible living in the environment.  Description of each effect. i.e floods  -Mud / landslides  -Desertification  -Land pollution  -Water and air depletion  -Over production of children  -Drought  -Soil erosion  -Silting   * Causes * Effects * Solutions of each. | Guided discovery  Discussion  Brain storming  Discussion | Describing effects of irresponsible living  Spelling, reading and writing. | Board | Effective communication  Critical thinking  Sharing  Love | New prim.six curr. Page 326. |  |