SOCIAL STUDIES SCHEME OF WORK FOR P.6 TERM III

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| WK | PD | THEME | TOPIC | SUBTOPIC | COMPETENCES | | CONTENT | MTD/TECH | ACTIVITIES | LIFE SKILLS  VALUES | AUDIO, VISUAL AIDS | REF | REM |
| 1 | *1*  *2*  *&*  *3* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Establishment of colonial rule in East Africa | SUBJECT  Learner describes the term scramble and scramble for East Africa  States reason process and effects of scramble and Berlin Conference | LANGUAGE  Learner, reads, spells and pronounces the words related correctly. | The Scramble for East Africa  -Definition of scramble  -Reasons for scramble  -Process by which scramble was carried out.  -Effects of scramble on East Africa(Spheres of influence)  -Countries involved in scramble for East Africa  -Berlin conference (1884-1885)  -Effects of the Berlin conference | Explanation  Discussion  Question and answer | Defining scramble and partition  Stating reasons and effects of scramble | Sharing  Co-operation | Text books  Chalk board illustration | Mk SST bk 6 pg 126-129  Fountain SST bk 6 pg 137-159  Functional SST pg 173-183. |  |
|  | *4*  *5*  *6*  *&*  *7* |  |  | The partition of East Africa | Learner, defines partition of East Africa  Identifies agreements used to partition East Africa  States results of partition | Learner explains partition spheres of influence, mandatory territory.  Reads, spells and uses the related words correctly | The partition of East Africa.  -Definition of partition  -Process of partition (agreements)  -Anglo-German agreement (1886)- (its results)  -Anglo-German agreement (18890) (Heligoland Treaty)  -Results of the agreement.  -Effects of partition  -Conditions on spheres gained  -Rwanda and Burundi under Germany till 1924 when they became the Belgian league of nations  -Mandate territory under the Belgian colonial empire as Rwanda-Urundi. | Explanation  Discussion  Question and answer. | Defining partition of East Africa.  Stating agreements in partition and effects of partition for East Africa. | Unity  Sharing  Co-operation | Text books  Chalk board illustration | NCDC pg 472  Comprehensive SST Bk 6 pg 114-115. |  |
| 2 | *1* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENCE IN EAST AFRICA | The German Rule in East Africa (1887-1891) | Learner, describes German Rule in Tanganyika under Carl Peters  States the roles played by GEACO in Tanganyika | Learner writes GEACO in full.  Reads, writes and pronounces the related words correctly. | The German Rule in East Africa (1887-1891)  (GEACO) ran Tanganyika between 1887 and 1891 under Dr. Carl Peters.  -Bagamoyo company’s administrative base.  -GEACO setting up trading stations to trade in agricultural produce, collected taxes, controlled trade, built the first railway called Tanga-Korogwe | Explanation  Discussion  Question and answer | Describing German Rule in East Africa (Tanganyika) | Critical thinking  Effective communication | Text books  Chalkboard illustration | Mk SST book 6 page 130 |  |
|  | *2* |  |  | German Rule in Tanganyika | Learner,  i)Identifies the system of rule used by the German  ii)States characteristics of German rule | Learner,  i)States characteristics of German rule in Tanganyika | How the German ruled East Africa  -They used Direct rule  -Had no respect for African natives  -Their rule denied natives of their rule e.g. not allowing them to grow cash crops  -Harshness-which led to rebellions | Brain storming  Question and answer | -Stating how the Germans ruled Tanganyika | Critical thinking | Text book  c/board illustration | Mk SST Book 6 page 130 |  |
|  | *3* |  |  | End of German Rule in Tanganyika | i)States factors that led to loss of German Rule in Tanganyika | i)describes how Germany lost control over Tanganyika | End of German Rule  -German lost her colonies in Africa because of starting the first World War in 1914-1918.  -GEA was given to Britain and its name changed to Tanganyika in 1919 and was governed as a Mandate territory | Question and answer | Stating how the German lost their colonies in Africa | Critical thinking | Text books  Chalkboard | Mk SST Bk. 6 page 130 |  |
|  | *4*  *5*  *6* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | End of German in Rwanda and Urundi | Learner,  i)defines the term mandate  ii)Identifies the colonial masters of Rwanda and Burundi  iii)Names the rule used by colonial masters of Rwanda and Burundi  iv)States the contributions of the Belgians in Rwanda and Burundi | Learner,  i)describes German and Belgian rule in Rwanda and Burundi  ii)reads spells and pronounces the words correctly | Rwanda and Burundi (European Colony- Germany known as Ruanda-Urundi, later Belgium took over as a Mandate from League of Nations in 1919.  Mandate means that these territories were under the league of Nations but were protected, administered in the interest of their inhabitants. Rwanda and Burundi were under the control of the Governor Gen. in Leopoldville in Kinshasha.  -Indirect rule was used to rule Ruanda and Burundi  -Belgians denied African participation in politics except at the lowest level.  -Didn’t train Africans for positions of responsibility in administration, professions or commercial life  Belgian Social and economic achievements in Rwanda and Burundi  -They provided improved medical and community care for workers in towns and mining centres  -Schools and hospitals were provided by church.  \*Exports: coffee, cotton, hides and skins, pyrethrum  \*Minerals Wolfram & Tin,(tourist trade). | Explanation  Discussion  Question and answer  Guided discovery | -Defining the term Mandate  -identifying the colonial masters of Rwanda and Burundi  Naming  Stating | Critical thinking  Effective communication  Appreciation | c/board illustration  Internet | History of East Africa by  Adhiambo page 147-148  Wikipedia |  |
|  | *7* | LIVING TOGETHER IN EAST AFRICA |  | Problems faced by Rwanda and Burundi | Learner,  i)states problems faced by Rwanda and Burundi | Learner,  i)reads spells and writes the words correctly | Problems faced by Rwanda and Burundi  -Remoteness  -Land locked ness  -over population(dense population)  -Dependency on neighbours’ transport  -Unemployment caused refugee to Uganda and Tanzania  -soil erosion  -cattle diseases | Explanation  Guided discovery | Stating problem faced by Rwanda and Burundi | Critical thinking  Awareness  Effective communication | Wall map  Chart  Chalkboard illustration | Rwanda and Burundi  Wikipedia |  |
| 3 | *1*  *2*  *3* |  |  | Historical Events in pre independent East African countries | Learner,  i)describes Legco formation in Uganda, Kenya Tanzania and Rwanda and Burundi  ii)Describes how members joined Legco  iii) States the importance of Legco | Learner  i)spells the words and names correctly | Formation Legco in East Africa.  i)Uganda-1921 under Robert ThoneCoryndon.  How people joined Legco. By nomination, appointed, selected, chosen but not elected. The governor appointed them.  (Representatives) KawalyaKaggwa, NyangabyakiAkiiki and YekoniaYekosofatiInnyon in 1946  ii) Tanganyika 1926 under Cameron  Representatives (Africans)  -chief Shangali of Moshi  -Chief Makwaia of Shinyanga  iii)In Kenya 1906 – Only for Europeans and opposed by Indians and Africa (promoted interests of only Europeans  \*First African representative was EluidMathu in 1944 | Explanation  Discussion  Identification | Describing  Stating  Identifying | Critical thinking  Awareness  Effective communication  Sharing | Chalkboard illustration  Text books | Comprehensive SST BK.6 pg 120 |  |
|  | *4* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA |  | Learner,  i)states reasons for White settlers occupation of the Kenya highland | Learner  i)reads spells and writes the words correctly | The coming of white settlers into the fertile lands especially the Kenyan Highlands  -To develop coffee and wheat farms  -Leader of the White settlers was Lord Delamere  -In addition, there were several Indians who had remained after the building of the Uganda Railway | Explanation  Discussion  Question and answer | Stating reasons for white settlers occupation of the Kenya Highlands  -Identifying | Critical thinking  Effective communication |  | Mk SST pg 132  SST Bk.6 pg 63-64 |  |
|  | *5* |  |  | Colonial Rule in Uganda | Learner,  i)describes how the British brought Uganda under their control | Learner  i)describes steps taken to bring Uganda under the control of the British. | Colonial Rile in Uganda  -IBEACo Under Lugard (1890)  -Declaration of Uganda as a British protectorate in 1894 by Gerald Portal.  -In 1894, Mwanga and Kabalega staged a revolt against British rule. – They were defeated by Colville with Kakungulu and deported to Seychelles Island  -In 1899 Sir Harry Johnson was appointed special British Commissioner to Uganda. He was responsible for many changes in the rule and running of Uganda especially the 1900 Buganda Agreement. | Description  Question and answer | Describing how the British colonised Uganda | Critical thinking |  | SST BK.6 page 64 |  |
|  | *6* |  |  | The struggle for Independence | i)describes steps taken to stop colonial rule in Kenya | i)Writes the names correctly | Reaction to colonial rule  Tanganyika  -The AbushiriRevolt(1888 Sept.)  - leaders  -causes  -effects | Question and answer  Guided discovery | Stating how Africans reacted towards colonial rule. | Effective communication  Critical thinking |  | MK SST BK.6 pg 136 |  |
|  | *7* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Tanganyika under British Rule | Learner,  i)describes British Rule in Tanganyika  ii)states advantaged of indirect rule | Learner  i)identified the first British Governor to Uganda.  ii)defines indirect rule | Tanganyika under British rule  -First British Governor to Tanganyika- Sir Horace Byatt in 1919. He used Direct rule left by Germany.  -Between 1925-1931, Tanganyika was ruled by Donald Cameron who introduced Indirect rule.  -Introduced many administrative changes in Tanganyika  -Advantages of Indirect rule  \*It was cheap  \*It helped to control rebellion. | Explanation  Discussion  Question and answer | Identifying leaders (British) n Tanganyika and systems of rule used. | Sharing  Appreciation |  | MK SST Bk.6 page 130 |  |
| 4 | *1*  *&*  *2* |  |  | Colonial Rule in Kenya (Background) | Learner,  i)describes the colonial rule in Kenya  ii)Lists down the tribes that resisted colonial rule in Kenya | Learner  i)reads, spells and articulates the related words correctly. | Colonial Rule in Kenya  -Historical background In 1895, Kenya had been acquired by the British as the British East Africa protectorate  -Later, the British began the building of the railway so that Uganda would be connected to the coast.  -The coming of colonial rule was resisted by the Nandi, Masai and Kikuyu  -Colonial rule began with creation of chiefs as local administrators, division of Kenya into a number of provinces, districts, divisions and locations | Explanation  Guided Discovery | Stating the Historical Background of colonial rule in Kenya | Critical thinking  Co-operation  Unity  Sharing |  | Mk SST Bk.6 page 132-133 |  |
|  | *3*  *4*  *&*  *5* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | The Mau Mau Rebellion | Learners,  i)defines the term MauMau  ii)identified the tribes that actively participated in the rebellion  iii)states the causes of the rebellion  iv)States the reasons why the rebellion lasted for a long time  v)suggests benefits of the rebellion | Learner  i)explains new terms in Kiswahili  ii)reads spells and pronounces the related words correctly | The Mau Mau Rebellion  -Definition of Mau Mau  -(The Movement that used violence against colonial administration in Kenya.  -Composition  (Kikuyu, Embu, Akamba and Ameru)  -It lasted between 1951 -1956  -The leaders  \*Political –Jomo Kenyatta  \*Military-DedanKimathi  -Causes of Mau Mau Rebellion  \*The Kikuyu wanted to reclaim their land  \*To gain independence  \*Unemployment of the ex- soldier  \*Domination of the economy by settlers and Indian  -Why the Mau Mau lasted for so long?  \*The oath/secret swearing encouraged them to fight on  \*Some government workers, policemen, soldiers, villagers secretly helped fighters.  \*Fighters hid in Mt. Kenya forests  \*It involved many people (Few people sympathized with British).  -Benefits of the rebellion  i)independence, more employment, sense of nationalism (patriotism) No more forced labour, taxes  -Negative results hunger, misery death imprisonment | Explanation  Discussion  Question and answer  Guided discovery | Writing the abbreviation in full  -Naming tribes that participated in the rebellion  -stating reasons for staging the rebellion  -Giving reasons why the rebellion took long to end  Suggesting benefits of the rebellion | Unity  Sharing  Cooperation  Effective communication  Appreciation | Chalkboard illustration  Textbooks | UNEB Test solutions pg 97-98  Comprehensive SST Bk.6 pg 129-131 |  |
|  | *6*  *&*  *7* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | The Hehe Resistance | Learner,  -Identifies the leaders of rebellion and their causes coupled with results | Learner  i)describes rebellion, resistance results | Hehe Resistance (1891-1898)  -leader- chief Mkwawa  -causes –independence  The chagga and the Nyamwezi resistance  -Leaders- chief Meli and chief Siki of Nyamwezi  -causes  -results | Explanation  Guided discovery | Identifying leaders of the rebellion  -stating causes and effect of the rebellion | Unity  Co-operation | Chalkboard illustration  Text book | Mk SST Bk.6 pg 136-137 |  |
| 5 | *1*  *&*  *2* |  |  | MajiMaji Rebellion | Learner,  i)Identifies the leader of the MajiMaji Rebellion  ii)States the causes of the rebellion  iii)states results of the rebellion | Learner  i)describes the MajiMaji rebellion  ii)reads spells and pronounces the related words correctly | The MajiMaji Rebellion (1905-1907)  -Leader (KinjikitileNgwale  -causes  \*high taxation  \*forced labour  \* harshness and cruelty of the Germans  -results  \*Loss of lives, destruction of property  \*German administration was improved. | Explanation  Question and answer | Identifying the leader of the MajiMaji rebellion  -Stating causes and results of the rebellion | Effective communication  Critical thinking | Text book  Chalk board | Comprehensive Bk.6 pg 126-127 |  |
|  | *3* |  |  |  | Learner,  i)describes the Road to independence in Kenya  ii)States how independence were acquired in Kenya |  | The Road to Independence in Kenya (1945-1964)  -Reasons for fighting for independence  \*Due to unfair economic administrative policies of the colonial powers between this (above) Africans attempted to regain their independence  \*Struggle took two forms (1)peaceful and (2)armed struggle | Description  Guided discovery | Describing the road to independence in Kenya  -stating reasons for struggling for independence | Co-operation  Unity  Critical thinking | Chalkboard illustration  Textbooks | Comprehensive Bk.6 pg 129-130 |  |
|  | *4* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Formation of political parties in Kenya. | Learner,  i)Identifies the first political parties to be formed in Kenya  ii)Identifies personalities that formed political parties  iii)states reasons for formation of political parties in Kenya | Learner  i)spells reads and pronounces the words correctly  ii)States years when political parties were formed | Formation of political parties in Kenya  i)The East African Association by Harry Thuku -1921  ii)Kenya African Union  October 1944  -First leader- Harry Thuku in 1947 JomoKenyata became president of KAU  -It was banned in 1953 because it was behind Mau Mau.  iii)Kenya African National Union in 1960 by a group of Africans who were members of Legco.  -Its first president was James Gichuru.  In 1961, Gichuru was replaced by Jomo Kenyatta and won the election. Kenya got independence on 12 December, 1963. He bcame the first prime minister of Kenya.  -Kenya became a republic on 12th December, 1964 and Kenyatta became the first president | Explanation  Discussion  Question and answer  Discovery | Identifying  Stating  Discussing | Appreciation  Unity  Sharing  Co-operation | Chalk board illustration  Text books | Comprehensive SST Bk.6 page 136-138 |  |
|  | *7* |  |  | Formation of political parties in Tanganyika |  |  | Tanganyika  i)Tanganyika African Association formed in 1929 by a group of educated Africans Aims of TAA | Discovery | Identifying | Co-operation |  |  |  |
| 6 | *1*  *2*  *3* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Formation of political parties in East Africa | Learner,  i)defines the term political party  ii)States reasons for formation of political parties  iii)Identifies personalities that formed political parties, when and why formed them | Learner  i)reads spells the words correctly  ii)Writes the abbreviations in full | Formation of political parties  -Reasons for their formation  \*To provide peaceful means of demanding for independence.  \*Political parties were organisations of people with the same political ideas and were united in their desire to achieve their goals.  As the demand for independence increased, a number of political groups were formed to lead the independence struggle.  i)In Uganda  i. UNC – 1952- by I.K.Musaazi  ii.D.P- 1954-by MatayoMugwanya  iii. UPU-1958-by W. Rwetsiba and W.W. Nadiope  iv. UPC -1960-by Obote  v. K.Y-1960 –by (leader) KabaliMasembe.  Other political parties  vi. Progrsessive Party-1955 by E.M.K Muliira  vii. Uganda National Movement -1958 by Augustine Kamya  viii. United Congress Party –in 1957 by David Lubogo  ix. Uganda National Party- 1960 by Apollo Kironde  -Aims/objectives of the parties | Explanation  Discussion  Question and answer  Identification | Defining political parties  -stating reasons for formation of political parties  -identifying the first political parties to be formed and when they were formed and why | Unity  Co-operation  Sharing  Effective communication | Chalk board illustration  Text books | Comprehensive SST BK.6 pg 132-133  SST Revision and Practice pg 49-51 |  |
|  | *4*  *5* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA |  | Learner,  i)Identifies the Political parties formed in Tanganyika  ii)States reasons for formation of political parties by the identified personalities | Learner  i)describes roles played by political parties  ii)reads spells and writes words related to political parties correctly | Tanganyika African National Union whose aim was to get independence and people’s rights under Julius Nyerere as its president, replaced TAA. He was the president of both parties.  ii)United Tanganyika Party (UTP)- formed in 1956.  It was formed in 1956. It was formed to gain independence to get a government of all races in the nation. However, it failed to become more popular than TANU.  \*In 1960, TANU won elections and granted self rule in May. 1961 Dr. Nyerere became the first Prime Minister  -On 9th December, 1961 Tanganyika became the first president  -Tanganyika united with Zanzibar to form the Republic of Tanzania.  -Nyerere became the president and AbeidKarume of Zanzibar | Explanation  Discussion  Question and answer | Identifying  Stating  Listing | Sharing  Effective communication  Unity | Text books  Chalk board illustration | Comprehensive bk.6 pg 138-140 |  |
|  | *6* |  |  | Attaining of independence in Rwanda and Burundi |  |  | Rwanda and Burundi  -The attainment of Ghana’s independence and the All Africa’s conference in Accra Ghana in 1958, prompted the first demands for self government in Congo.  -Tribal divisions leading to rivalry |  |  |  |  |  |  |
|  | *7* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA |  | Learner,  i)Identifies political parties formed in Rwanda and Burundi  ii)describes the rule before independence | Learner  Reads, spells and writes the words correctly | In 1948, Belgium allowed the region to form political parties  -On January 20, 1959, Burundi’s ruler MwamiMwambutsa IV requested from Belgian Minister a separation of Rwanda and Burundi and dissolution of Ruanda-Urundi.  -Later political parties were formed to ask for independence  \*The first political party the unity for National Progress (UPRONA)  -The Hutu took power in Rwanda by winning Belgian run elections in 1960(R.Bujumb`ura Kigali)  -Rwanda and Burundi got independence in July 1 1962. | Explanation  Identification  Discussion | Identifying  Describing | Awareness  Critical thinking  Co-operation | Text books  Internet | Rwanda and Burundi Wikipedia |  |
| 7 | *1* |  |  | Post Independence in East African countries | Learner,  i)Identifies the leaders of independent countries of East Africa | Learner,  i)states when the leaders ruled and how they came into power | Leaders of independent East Africa (presidents)  Uganda  i)9th October 1962 Obote became the prime Minister under UPC –KY Alliance in power.  ii)On 8th October 1963, Edward Mutesa II became the first president of Uganda. | Discussion  Discovery | Identifying  Stating | Sharing  Unity | Chart | SST Bk.5 page 117-122 |  |
|  | *2*  *&*  *3* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE | Post independence in East African countries | Learner,  i)lists down the leaders of Uganda since independence.  ii)states contributions of each leader | Learner  i)describes the rule of the Ugandan leaders | iii)President Obote in Sept. 17 1967 after abolition of kingdoms and Uganda became a republic.  iv)Major General Idd Amin 25/1/1971-11/4/1979  v)Prof. Yusuf Lule on 12/4/1979- 19/06/1979  vi)Godfrey LukongwaBinaisa 19/06/1979- 18/05/1980  vii)Paulo Muwanga 18 May 1980- 10/12/1980  viii)Apollo M. Obote II 11/12/1980 -27/7/1985  ix)General Tito OkelloLutwa 27/7/1985- 26/1/1986  x) Lt. General YoweriKagutaMuseveni 26/1/1986 to date | Explanation  Discussion  Guided discovery | Listing presidents in Uganda and roles played | Sharing  Critical thinking  Unity  Co-operation | Chart  Chalkboard illustration | Mk SST Bk.5 page 117-122 |  |
|  | *4* |  |  | Political parties in Uganda | Learner,  i)Lists the current political parties of Uganda |  | Current Politcal parties in Uganda  -NRMo –under H.E Y.K Museveni  -FDC – Under KiizaBesigye  -D.P –Nobert Mao  -UPC – OlaraOtunu  -UFA- Betty Kamya  -PDP – Abed Bwanika  -PPP-BidandiSSali | Explanation  Discussion | Listing political parties in Uganda | Co-operation  Unity  Appreciation | Chalkboard illustration | Teacher’s collection |  |
|  | *5* | LIVING TOGETHER IN EAT AAFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Kenya’s current political parties | Learner  i)states the political parties in Kenya | Learner  i)writes abbreviations in full | Kenya’s current political parties  i)Orange Democratic Movement (ODM)- RailaOdinga  ii)Orange Democratic Movement-Kenya(ODMK)- KalonzoMusyoka  iii)KANU – Uhuru Kenyatta  iv)National Unity- MwaiKibaki | Explanation | Naming political parties in Kenya | Co-operation  Unity  Appreciation | Internet | Kenya Wikipedia |  |
|  | *6* |  |  | Post independence leaders in East Africa | Learner,  i)Identifies the leaders in Tanzania and their contributions  ii)Identifies the current political party | Learner  i)describes role played by the leaders | Tanzania  i)mwalimu Julius KambarageNyerere (TANU)  ii)Ali Hassan Mwinji (TANU)  iii)Benjamin Mkapa  iv)JakayaMrishoKikwete  Current political parties  Chama Cha Mapinduzi | Description | Mentioning political leaders in Tanzania and the current political parties | c-operation  Unity  Appreciation | Internet | Tanzania Wikipedia |  |
|  | *7* |  |  |  | iii)Identifies leaders of Rwanda to date and the political party | Learner  ii)reads, spells and pronounces the names correctly | Leaders in Rwanda  i)GregoireKayibanda – 1st July, 1962- 1973  ii)Juvenal Habyarimana (coup) 1973-1994)  iii)Pasteur Bizimungu 18 July 1994-2000  iv)Paul Kagame 2000- to date  Political parties  Rwanda Patriotic Front | Description | Identifying the leaders of Rwanda and the political parties. | Co-operation  Unity  Appreciation | Internet | Rwanda Wikipedia |  |
| 8 | *1* |  |  |  | i)identifies the leaders in Burundi to date |  | Burundi’s leaders  -MwamiMwambutsa-deposed by his son 1962-1966  -Prince Ntare V 1966 -1966  -Captain Michel Micombero(1966) and made Burundi a republic (1966-1976(coup | Explanation |  |  |  | Burundi Wikipedia |  |
|  | *2*  *&*  *3* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Post Independence in the East African countries | Learner,  i)lists president of Burundi  ii) Identifies how presidency was attained by Burundian leaders | Learner  i)describes leadership attainment in Burundi | -Colonel Jean Baptiste Bagaza (bloodless coup) 1976  -In 1984 Bagaza was elected  -Major Pierre Buyoya over threw Bagaza in 1987 (formed military government)  -Melchior Ndadaye, 1993 June (Front for Democracy) 1993 June – October, 1993  -CyprienNtanjansi 1994- October, 1994  -October1994 SylvestreNtibatunganya appointed president by parliament.  -1996-Peirre Buyoya through a coup to power A sworn in 1998  -In 2003- DomitienNdayizeye- 2005  -2005 Pierre Nkurunziza to date was elected president | Explanation  Guided discussion | Listing leaders that have ruled Burundi since independence | Critical thinking  Effective communication | Internet | Rwanda Wikipedia |  |
|  | *4*  *&*  *5* |  |  |  | Learner,  i)states challenges and  ii)suggests solutions over problems facing East Africa | Learner  i)explains challenges, dictatorship  ii)reads spells and pronounces the words correctly | Challenges/solutions of post independence east Africa  i)Political challenges  -disunity  -dictatorship  -conflicts & wars  ii)Economic challenges  -Under development  -Low life expectancy  -infant mortality  -High illiteracy rate  -poor social services  iii)Social challenges disease famine | Guided discovery  Discussion | Stating challenges facing East African countries  -Suggesting solutions over challenges | Unity  Sharing  Critical thinking | Text books | Comprehensive Bk.7 page 183-200  Sharing bk.7 page 135-148 |  |
| 9 | *6*  *&*  *7*  *1* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Democratic rule in East African countries | Learner,  i)explains the term democracy  ii)States ways of practicing democracy  iii)describes formation of political parties | Learner  i)defines the term democracy  ii)reads spells and uses the related words to democracy. | Democratic Rule in East African countries  Democracy  Definition- The system of governance that allows free participation of people in public affairs of their nations  -Democracy started in Athens in Greece  -Most modern democracy is practiced in America.  -Ways of practicing democracy  \*By directly/Through directly  \*Through elected representatives  -East Africa is run by elected governments.  Democratic process  -Formation of political parties  -Electing flag  bearers  -Launching manifestos  -Campaigning  \*Making poster and hanging them.  -Campaign through talk shows on radio, Tvs.  -Public rallies  -Political rallies and civic education  How to vote e.g. party symbols  -on ballot papers  -how to fold paper  -how to win opponents | Explanation  Discussion  Question and answer  Brain storming | Defining  Stating  Describing | Appreciation  Sharing  Unity  Co-operation |  | Mk Standard SST Revision for Upper primary page 79-81  Mk SST Bk.5 page 137 |  |
|  | *2*  *3*  *4* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Democratic Rule in East Africa | Learner  i)defines elections  ii)Identifies the body responsible for elections  iii)describes electoral process  iv)Lists down types of election  v)defines citizenship  vi)described how one becomes a citizen | Learner  i)reads and spells the words correctly | Electoral process  -Election definition  -The body responsible for electoral process. (Uganda Electoral Commission  -functions of the Electoral commission  Related terms  i)constituencies  ii)Polling station, Returning officers  iii)Polling agents, presiding officers  Electoral process  i)Registration of voters  ii)Making registers  iii)Displaying registers  iv)Making final registers(voting)  v)Making voters cards  vi)Making ballot papers, boxes  vii)providing civic education  viii)Declaring voting days for presidents, Mps councilors, mayors, Local council elections  ix)Electing leaders  x)Announcing winners  Types of election  -General elections  -presidential election  -Local elections  -referendum  -Bye elections  -Citizenship  \*Who a citizen is  \*How one becomes a citizen  \*Types of citizen  -single citizenship-Dual citizenship  -Duties of a citizen | Explanation  Discussion  Question and answer | Defining election  Identifying  Describing  Listing | Unity  Sharing  Co-operation  Effective communication  Critical thinking | Simplified constitution of Uganda page 16  Constitution of Uganda chapter 3 page 3 |  |  |
|  | *5* | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | Democratic Rule in East African countries | Learner  i)explains human rights  ii)states human rights in East Africa | Learner  i)reads and spells the words correctly | Basic and other human rights and freedoms  -Equality and freedom from discrimination  -Right to life  -right to personal liberty  -protection from in human treatment | Explanation  Discussion | Explaining human rights  stating | Co-operation  Unity  Sharing | Text book  Chalkboard | Constitution chapter 4 pg 6-15 |  |
|  | *6* |  |  |  | Learner,  i)states the challenges of electoral process  ii)suggests solutions over challenges of the electoral commission | Learner  i)reads and spells the words correctly | Challenges of electoral process  i) It is costly to be carried out.  ii)Under age registration  iii) missing names  iv)death  v)Failure to carry out civic education  vi)Poor voting materials  Solutions  -strictness in registering  -Civic education should be carried | Guided discussion  Guided discovery | Stating  Suggesting solutions | Sharing  Unity  Effective communication | Text books  Chalkboard illustration | Teacher’s collection |  |
|  | *7* |  | RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT | Environmental Protection | Learner  i)defines environment  ii)states the composition of the environment. | Learner  i)reads, spells and pronounces the words correctly | -Definition of environment  -Division of our environment  \*Non-living things  \*Living things rocks air  -Land, mountains, water air non living.  -forests, wild life wetland} living thing | Explanation  Discussion | Defining  Stating | Critical thinking  Unity | School environment | Primary six curriculum pg 302 |  |
| 10 | *1*  *2* | LIVING TOGETHER IN EAST AFRICA | RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT | Environmental protection | Learner,  i)states the importance of environment to man  ii) describes how man misuses  iii)suggests how environmental degradation can be controlled. | Learner  i)explains related terms to environment.  ii)reads spells and pronounces the related words correctly | The importance of environment to man  Source of basic needs to man e.g. shelter, food, air clothing  -Environment makes man comfortable  \*man’s dependence on environmental has resulted in over using it leading to environmental degradation such as land fragmentation, soil erosion, deforestation, siltation of water bodies  Sustainable use of the environment/  solutions to environmental degradation  -By afforestation  -proper methods of farming  -Alternative energy use  -Environmental conservation  -Waste management(recycling, sewage e.t.c)  -By mulching, terracing contour ploughing. | Explanation  Guided discussion  Guided discovery | Stating the importance of the environment to man  Suggesting solutions over environmental degradation | Appreciation  Critical thinking  Effective communication  Care | Text book  Chalkboard illustration  School environment | Mk Standard SST Revision page 96-99 |  |
|  | *3* |  |  |  |  |  | -NEMA- National Environment Management Authority  -Aims of NEMA  -Ways of destroying the environment  -How to conserve the environment |  |  |  |  |  |  |
|  | *4* | LIVING TOGETHER IN EAST AFRICA | RESPONSIBLE LIVING IN EAST AFRICAN ENVIRONMENT | Climate change | Learner,  i)defines climate, climate change,  ii)Identifies causes of climate change  iii)describes how each change affects climate | Learner  i) reads and spells the words correctly | Climate change  -Definition of climate  -climate change  Forms of climate change  \*Positive changes through afforestation, agro-forestry, re-afforestation  \*Negative changes through uncontrolled lumbering, deforestation, swamp reclamation, over cultivation, over grazing e.t.c.  -How each of the factors affects climate | Question and answer  Identification  Classification | Defining  Identifying | Awareness  Critical thinking | Text books  Chalkboard | MK SST Rev page 96 |  |
|  | *5* |  |  |  | States consequences of irresponsible living in East African environment | Learner  i)states and spells the related words correctly | Consequences of irresponsible living in the environment in East Africa  It leads to: flood, soil erosion (gulley , rill, splash erosion), mud/ land slides, desertification, pollution of land water, air diseases  -resources depletion  -over production of children  -ways in which the above degrade the environment | Inquiry  Problem solving  Excursion | Stating  Suggesting | Awareness  Critical thinking | Chalkboard  Text books | Mk SST Rev. page 98 |  |
|  | *6* | LIVING TOGETHER IN EAST AFRICA | RESPONSIBLE LIVING IN EAST AFRICAN ENVIRONMENT | Environment | Learner,  i)defines wild life  ii)Identifies wild life composition | Learner  i)reads and spells correctly | Wild Life  Definition  -composition of wild life  \*animals, insects, and plants.  Problems facing wild life  -poaching, encroachment, tourist traffic  -uncontrolled garbage disposal. | Explanation  Inquiry | Defining  Identifying | Critical thinking  Unity | Text books  School neighbouring environment | MK Standard SST revision page 97 |  |
|  | *7* |  |  | Wetlands | i)defines wetlands  ii)states uses of wetlands  iii) lists problems facing wetlands and solutions | Reads and writes correctly | Wet lands  -Definition  -Uses of wetlands  -problems facing wetlands in East Africa  \*Swamp reclamation  \*Industrial pollution, brick making, over harvesting of fish and vegetation  -burning them  -unregulated and unplanned wetland resource utilization  -inadequate policies  -lack of accurate information to all stakeholders | Brain storming  Discussion  Excursion  Question  Problem solving | Defining  Stating  Listing | Sharing  Critical thinking  Awareness | School neighbourhood  Text books | MK SST Revision page 97 |  |
| 11 | *1* |  |  | Water | Learner  i)defines water  ii)Identifies composition of water | i)says the words correctly | Water  -Definition  -composition of water rainfall, underground water, run offs, surface water  Problems facing water in East Africa  a)Drought, floods, irrigation and its problems of agro chemicals, pressure on natural wetlands, demand for clean water Pollution from agriculture | Problem solving  Inquiry | Defining  Identifying | Appreciation  Awareness | Chalkboard | MK Standard SST Revision page 97 |  |
|  | *2* | LIVING TOGETHER IN EAST AFRICA | RESPONSIBLE LIVING IN EAST AFRICAN ENVIRONMENT | Climate change | Learner,  i)defines fisheries  ii)states uses of fisheries and problems facing fisheries | Learner  i)reads and writes words correctly | Fisheries  -Definition  Uses of fisheries to man  -Foreign exchange earner  -Provides nutrition  -source of employment  Problems faced by fisheries in East Africa  -Over exploitation  -Lack of research  -Lack of enforcement of related laws | Guided discovery  Explanation | Defining  Stating | Sharing  Co-operation | Text book  Chalkboard | MK Standard SST Revision page 97-98 |  |
|  | *3* |  |  |  | i)states causes of environmental degradation | i)pronounces words correctly | Causes of Environmental degradation  -Wide spread poverty  -unemployment and under employment  -inadequate managerial capacity  -corruption  -political instability | Question and answer | Stating causes of environmental degradation | Care  Awareness | Chalkboard | MK SST Revision page 98 |  |
|  | *4* |  |  |  | i)Identifies causes of pollution | Learner  i)spells the words correctly | Major environmental problems in East Africa  -Pollution (fumes from cars, smoke, noise, sewage, poisonous gases, chemicals, oil spilage  Examples of environmental pollution  -sound pollution, air pollution, water, land radiation pollution at power stations  Solutions to problems | Guided discovery  Discussion | Identifying example of pollution | Sharing  Effective communication | Text book  School environment | Mk SST Revision page 98 |  |
|  | *5* | LIVING TOGETHER IN EAST AFRICA | RESPONSIBLE LIVING IN EAST AFRICAN ENVIRONMENT | Climate change | Learner,  i)defines energy, crisis  ii) Identifies types of resources  iii)suggests solution to rampant cutting of trees | Learner i)reads spells and pronounces words correctly | Energy Crisis  -Definition of  a)energy  b)crisis  -Division of energy  \*Renewable energy  \*Non- renewable energy  Solution to over cutting down of trees for wood  -Use of solar energy  -biogas  -wind energy  -saw dust, banana peelings  -Geothermal  Alcohol fuel from waragi and cassava  (ethanol alcohol is blended with petrol)  -Bio-diesel (simsim oil is blended with diesel.  Construction of HEP stations | Explanation  Discussion | Defining  Identifying  Suggesting alternatives | Critical thinking  Sharing | School environment  Chalkboard illustration | MK SST Revision page 99 |  |
|  | *7* |  |  |  | Learner  i)suggests solutions environmental degradation | Learner  i)reads and spells and writes the words correctly | Solutions to environmental degradation / problems  -Mass education about dangers of environmental degradation.  -Reactivation & reinforcement of National Laws  -Control pollution  -Alternative sources of energy should be used  -Re-afforestation and afforestation should be done on large scale  Scientific methods of soil conservation | Question and answer | Suggesting | Effective communication | Chalkboard illustration | MK standard Revision page 99 |  |