**SIR APOLLO KAGGWA SCHOOLS**

**PRIMARY SIX SOCIAL STUDIES SCHEME OF WORK TERM I**

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| WK | DP | TOPIC | SUBTOPIC | SUBJECT COMPETENCIES | LANGUAGE COMPETENCIES | CONTENT | SUGGESTED ACTIVITIES | T/L AIDS | REF | REM |
|  |  | Living together E. Africa | The East African community | The learner,   * Locates the East African countries on the map. * Studies the map of Africa and identifies the five EAC countries. * Compares their sizes. * Describes their position in E.A. * Describes their position in E.A. * Analyses the historical background of the EAC (1967 – 1977) * Studies the map of E.A and identifies the different countries and their size. * Discuss the objectives and benefits of the EAC since 1967. * Outlines and explains the services provided by the EAC (1967 – 1977). * Identifies the factors that led to the collapse of the EAC. * Explains the revival and expansion of EAC. * Describes the roles played by different heads of state. * Describes the objectives and benefits of the new formed East African Cooperation. * Identifies the symbols of the countries of the present EAC. | The learner   * Constructs proper sentences using the following identified new words. * Symbols * Latitude * Longitude * Community * Location * Map reading time zone * Pronounces and writes correctly the different EAC countries. * Explain the new terms latitudes, longitudes * Pronounces and writer the following terms * Cradle * Archeology * Uses the following key words in meaningful sentences: * Archeologists * Symbols of the EAC. * The East African community flag * The East African coat of Arms. * Uses the following terms * Origin * Migration * Settlement * Organizational structure * Missionaries * Catholic * Pentecostal * African heritage * Adventists * Protestant * Islam | * Historical background of the EAC (1967 – 1977) * Countries that formed the EAC and their location. * Min characters involved in the formation of EAC i.e. Obote, Nyerere and Kenyatta.   **Objectives**   1. To create a wider market for goods from member states. 2. To promote peace, unity and co-operation. 3. To equally share the services of the former EACSO 4. To promote free movement of goods, services and people in the region. 5. To improve transport and communication among member states. 6. To have same trade taxes and stop smuggling.   **Organs of EAC**   * The summit of heads of state * The council of ministers * The East African court of justice. * The East African Legislative Assembly (parliament) * The secretariat * The co-ordination committee * Autonomous institutions   Benefits of the following corporations   * East African Development bank * East African Posts and Telecommunications * Disintegration/collapse of the EAC. * Reasons for disintegration   Revival of the East African Community (2001)   * Countries that form E.A (2000) * Location of former East Africa. * Presidents of the E. African Countries. * Objectives * Presidents of the present EAC. * Benefits to the individuals, the country, the EAC and beyond. * National symbols of East African countries. * Telecommunications * The East African railways and harbours. * East African literature Bureau. * The East African Court of Justice. * The East African Airways. * East African customs and Excise * East African meteorological Department * East African Examination Councils. * East African Trypanosomiasis Research. * East African Headquarters * Secretariat. * Other regional bodies of Africa * COMESA * SADC * ECOWAS * ECCAS | Using a map of EA to name the countries that formed the EAC long ago.   * Describe the position of EA using latitudes and longitudes. * Naming the presidents and personalities involved in forming he EAC in 1967. * Explaining reasons that caused the fall of the EAC. * Discussing the challenges of the corporation. * Drawing an accurate map of E.A showing sister countries. * Explain the reasons that led to the disintegration of EAC * Role playing by the heads of stats contribution to the collapse of the EAC. * Using atlases to study and identifying the five countries of the EAC. * Writing the description of the position of EA showing latitudes and longitudes. * Discussing in small groups the reasons for the revival and expansion of the EAC. * Discussing the personalities involved, the benefits and how that contribute to the harmony of the EAC. |  |  |  |
|  |  |  | The people of East Africa and Africa | * Explains the importance of the origin of the origin of human race. * Draws a map of EA showing archaeological sites. * Discusses the importance of historical sites. * Identifies ethnic groups of E.A. * Discuss the factors that influence the movement and settlement patterns of the people in EA. * Trace the origin and movement of the different ethnic groups in EA. * Compares the past and present migration patterns. * Discusses ways of living of the people of East Africa in the past and present. * Describes ways of worship of the people of EA in the past and present. * Discusses the achievements and challenges experienced by missionaries in EA. * Explains the impact of missionary work in EA to the people of long ago and present. |  | * The people of East Africa * The cradle of human race in East Africa * Archaeological sites in EAC. * Importance of archaeological sites * Ethnic groups of East Africa * Classification of the people of East Africa (Bantus, Hamites /Cushites, Nilotics and others) * Origin migrations and settlement * Organizational structure of the major Ethnic groups in East Africa/Africa * Socially * Economically * Politically * Religion * Reasons for migration of different ethnic groups * Problems faced during migration. * Effects of migration | * Discussing the human origin and lists importance. * Using atlas for studying identifying and drawing archaeological sites in East Africa. * Discussing the importance of historical sites, * Identifying ethnic groups of E.A. * Discussing the factors that influence movement and settlement pattern. * Using a prepared map to trace the origin of different ethnic groups. * Comparing the past and present migration patterns. * Discussing ways of living in the past and present, socially, politically, economically and religiously. * Discussing administrative structure of the past and present East Africa. * Discussing the different religions of EA. * Tracing the introduction of Christianity and Islam. * Identifying who the missionaries were and why they came. * Discussing the achievements and challenges experienced by different missionaries. * Explain the impact of missionary work to the people of long ago and present. |  |  |  |
| **THEME**: LIVING TOGETHER IN EASAT AFRICA | | | | | | | | | | |
|  |  | MAJOR RESOURCES OF EAST AFRICA/Africa  **CLIMATE** |  | CLIMATIC REGIONS OF AFRICA /E.AFRICA | Learners should be able to:   * Define the following * Weather * Climate * List down the climatic regions of Africa. * Outline characteristics of each climatic region in Africa * State the human activities in each climatic region. | **Definitions**  Weather is the condition of the atmosphere of a given place at a particular time.  Climate is the average condition of a place recorded for a long period of time.  Climatic region of Africa.   * Equatorial climate * Tropical climate * Temperate/high veld * Montane * Mediterranean |  |  |  | MK Ppls. bk. 4 pg. 104 |
|  |  |  |  |  | * Outline factors affecting climate * Outline effects of man’s activities on climate * State the causes and effects of global warming | * Hot deserts * Semi deserts * Characteristics of each climatic region * Human activities in each climatic regions * Factors affecting the climate of Africa * Effects of human activities on climate * Causes and effects of global warming * Definitions |  |  |  |  |
|  |  | TRANSPORT AND COMMUNICATION | Railway transport | The learner gives the meaning of railway transport, gives the examples of railway lines in east Africa,  Tells why different railway lines were built, tells the problems faced during railway construction and people associated with railway building, | transport | * Describe railway transport * Examples of railway lines in east Africa * Reasons for the construction of railway lines * Problems faced during construction * Results of railway construction (positive and negative) * Advantages of railway transport * Disadvantages of railway transport * Personalities involved in railway construction * Drawing maps showing railway lines in east africa | * Brainstorming * Whole class discussion * Story telling | Asking questions  Answering oral and written questions  Drawing the given map | * Chart showing transport network in work in East Africa * Pupils Text books | * Effective communication * Decision making. | Mk pg 147 – 163. |

**TERM II**

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| WK | PD | THEME | TOPIC | SUB-TOPIC | COMPETENCE | | CONTENT | METHODS TECHNIQUE | ACTIVITY | SKILLS ATTITUDE | AUDIO VISUAL AIDS | REF | REM |
| SUBJECT | LANGAUGE |
|  |  |  | AFRICA’S ECONOMY | NATURAL RESOURCES | * Define terms * Name economic resources and their uses | * Learners pronounces words collectly | * South Africa, DR Congo * Nigeria * Egypt, Uganda,DRC, Sudan,south Africa,Libya and   Zambia |  |  |  |  |  |  |
|  |  | AFRICA’S CHALLENGES | CHALLENGES SOLUTIONS TO AFRICA’S PROBLEMS |  | Learners should be able to;   * A numerate political, economic and social challenges of Africa. |  | Definition of terms   * Challenges * Birth rates * Economic growth * Illiteracy * Infant – maternal mortality rates * Fertility rates   Challenges of Africa   * Political * Economic * Social * Solutions to challenges |  |  |  |  |  |  |
|  |  |  | FOREIGN INFLUENCE ON THE AFRICAN COUNTRIES | GROUPS OF FOREIGNERS WHO CAME TO AFRICA | Learners should be able to;   * State why Africa was referred to as a dark continent * List groups of foreigners who came to Africa * Outline reasons for the coming of foreigners to Africa.   Point out the problems faced by early foreigners in Africa. |  | * Africa was referred to as a dark continent because Europeans did not have information about its interior * Groups of foreigners who came to Africa * Arabs * Explorers * Missionaries * Traders * Colonialists * Reasons for the coming of foreigners * To trade raw materials / market * To explore * To find land for settlement * To spread Christianity * Problems faced by the foreigners in Africa. * Tropical diseases * Hostile tribes * Dangerous wild animals * Harsh climate * Language barrier * **Arabs** * Reasons for slave trade * Effects of slave trade * Participants and routes * End of slave trade |  |  | * Discussion * Map study | -group discussion   * Map drawing * Taking notes | Maps | MK Standard SST BK 7  Functional SST  Fountain  Sharing our World  Teachers guide  Comprehensive |
|  |  |  |  | EXPLORERS IN AFRICA | Learners should be able to;   * Name the explorers who came to Africa   Describe the journeys and contributions made by explorers. |  | * Europeans explorers who came to Africa * Mungo Park   Landers (Richard and John), Heinrich, Barth De Brazza  Dr David Livingstone, Bradon Laing   * Contributions made by explorers. * Linked Africa to the rest of the world * Sighted and named important physical features. * Identified suitable areas for settlement and mining. * Helped in the abolition of slave trade. * Led to colonization of Africa. * Reasons for their coming * Results / effects * Maps of Africa |  |  | * Discussion | Note taking  Answering questions  Drawing maps | Maps | Comprehensive SST  MK standard SST BK 6 and sharing our world |
|  |  |  |  | **MISSIONARIES** | Learners should be able to;   * Define the term missionary * State the various missionary groups that came to Africa. * Outline reasons for their coming * Name the individual missionaries who came to Africa.   State the effects of missionary work in Africa. |  | * A missionary is some one who spreads the word of God in a foreign land. * Church missionary society (CMS) * Roman Catholic missionaries * Reasons for the come of missionaries * To spread the gospel * To fight against slave trade * To promote their culture and language * Suppressing Islam * Promote formal education * To fight diseases * Individual missionaries * Dr. David Livingstone * Ludwing Krapf * Rebman, Erhardt * Rev CT Wilson * Alexandra Mackey etc * Problems/effects of missionaries in Africa. |  |  | * Discussion | Note taking  Answering questions  Drawing maps | Maps | Comprehensive SST  MK standard SST BK 6 and 7  Sharing our world |
|  |  |  |  | TRADERS | Learners should be able to;   * Give reasons why traders came to Africa. * Name the trading companies that came to Africa. * List down the main item of trade to and out of Africa. * Describe the medium of exchange. |  | * Reasons why traders came to Africa. * Raw materials * Market for goods. * To get areas to invest their surplus capital. * Cheap labour * Trading companies * IBEACo * GEACo * The British South African Co. * Livingstone Central Africa Trading Company * International African Association (TAT.T) |  |  |  |  |  |  |
|  |  |  |  |  |  |  | * Trade items taken out of Africa. * Slaves, minerals * Hides * Crops e.g. coffee, oil palm * Ivory * Activities of trading companies. |  |  |  |  |  |  |
|  |  |  |  |  |  |  | * Trader items brought to Africa * Gums, glass * Swords, beads, clothes, perfumes, household items * Medium of exchange * Cowry shell * Barter trade * Map showing   TAT |  |  |  |  |  |  |
|  |  |  |  | THE TRANS-ATLANTIC TRADE (THE TRIANGULAR TRADER) | Learners should be able to:   * Describe the reason why it was named so. * List down the items of trade involved. * State what led to the development of the trans-Atlantic trade. * Explain why slave labour was needed in N. America. * Explain the effects of the slave trade in Africa. * Countries where taken * State reasons why it was necessary to abolish slave trade * Identify personalities who played the leading role in the abolitions of slave trade. * Mention the effects of the trans-Atlantic Trade. |  | * This trade was carried out across the Atlantic Ocean (Trans Atlantic) it was called “Triangular” because the routes formed a triangular shape * Items of trade (From Africa to America and Europe) * Slaves, gold, ivory * Palm oil   (From America to Europe)   * Sugarcane, cotton, copper, tobacco, silver.   (From Europe to Africa)   * Guns, cigarettes, clothes, sugar, household items, ornaments, wines. * Factors that led to the development of the triangular trade. * Industrial development in Europe which led to the increased demand for human labour on plantations for raw materials and market for surplus goods. * Reasons why slave labour was needed in America. * Demand for labour on plantations and wines * Working in homes * Carry goods to the coast.   Effects of slave trade in Africa.   * Depopulation * Human suffering * And humiliation * Separation of families * Loss of labour leading to famine * Destruction of property * Hatred between chiefs and subjects. * Introduction of Islam * New items * New skills * Development of kingdoms. |  |  | * Discussion * Inquiry * Guided discovery * Map reading | Real objects of palm oil  Cocoa pods  Maps | * do |  |
|  |  |  |  |  |  |  | Effects of slave trade in countries  Where slaves were taken   * Introduction of the black race * African communities were introduced. * Population increased * Cheap labour which led to development   Reasons why it was necessary   * To reduce human suffering * It was against Christian teaching * Industrial revolution * Declaration of independence of America.   Abolition of slave trade   * William Wilberforce * Dr. David Livingstone * Abraham Lincoln * Heinrich Bath   Effects of the triangular trade   * Slave trade was intensified. * Growth of coastal towns. * Making the African continent poorer * Depopulation * Foreign goods. |  |  |  |  |  |  |
|  |  |  |  | COLONIALISTS IN AFRICA. | Learners should be able to:   * Define the terms * State the methods employed by the Europeans to acquire territories in Africa. * Describe the methods of administration as used by the colonialists in Africa.   Outline the effects of colonial rule in Africa. |  | **Terms**   * Colonization process by which the African continent was taken over by Europeans * Scramble by Europeans powers. * Colony – a territory ruled by a superior country for permanent settlement. * Protectorate: A territory ruled by a superior country for protecting its own interests with no intentions of permanent settlement.   Methods used to acquire territories in Africa.   * Signing treaties * Military * Trading companies * Collaborators * Missionaries work * Scramble and petition   Reasons for scramble   * Fueling existing misunderstandings   Methods of administration   * Direct rule * Indirect rule * Assimilation   (Advantages and disadvantages)  Interests of colonialists in Africa.   * Land for excess population * Market and raw materials * Prestige * Protection of missionaries * Cheap labour in Africa. * To stop slave trade.   (categories as political, religious, economic and humanitarian)  Effects of colonial rule in Africa.   * Positive * Negative |  |  |  |  |  |  |
|  |  |  |  | SETTLERS IN AFRICA | Learners should be able to:   * Define the terms * Mention the foreigners who settled in Africa. * Outline the causes of the great trek. * State the effects of the great trek in Bantustans * Explain how Africans reacted towards apartheid.   Mention the most prominent persons who fought against apartheid. |  | **Terms**   * Settlers - foreigners who came from other continents to settle in Africa. * Great trek – massive movement by the Boers and some African groups from the cape colony northward across river Vaal   Foreigners who settled in Africa causes of the great trek   * Wars between the British and the Dutch and Africans.   Effects of the great trek   * Discovery of gold * Formation of new states i.e. Transvaal and Orange free state from national policies   Homelands for black   * Sharpaville, Lebowa, Swazi, Gazankulu, Vendo, Soweto Qwaqwa, BophuthatwanaKwazulu, Transkei, Ciskei, Kangwane and Kwandebele * Townships accommodated blacks working in cities e.g. Soweto, Tembisa, Katlehong, Umlazi   Conditions in Bantustans   * Poor housing * Poor sanitation * Insecurity * High crime rate * Poor schools and hospitals * No electricity * Over crowding * Inadequate food   Reactions towards apartheid   * South Africa was excluded from the common wealth and OAU. * Trade sanctions * Travel sanctions * Establishment of armed groups and political parties. * Strikes and demonstrations * Military support from front lines states.   Personalities who led the fight against apartheid   * Nelson Mandela * Oliver Tambo * Robert Sobukwe * Chief Albert Luthuli * Bishop Desmond Tutu. * Chris Hani   The end of apartheid. |  |  |  |  |  |  |
|  |  |  | Nationalism and the road to independence | Nationalism and pan Africanism | * Learners should be able to: * Define the terms * State reasons for pan Africanism * List down the most prominent Pan Africanists * Give reasons why Africans wanted independence * State the personalities that fought for independence |  | Definition of terms   * Nationalism * Nationalists * Pan Africanism * Independence   Reasons for pan Africanism to resist Italians from taking over Ethiopia.   * To empower Africans economically, socially, and politically * To unite Africans to demand for Independence.   The most prominent Pan Africanists   * Nkurumah * King Hassan * Abdel Nasser * Bourguibe Mohammed etc |  |  |  |  |  |  |
|  |  |  |  |  | * Describe the road to independence in some African countries * Outline problems encountered in the struggle for independence in Africa. |  | Reasons why Africans wanted independence   * Political exploitation. * Social freedom * Influence of 2nd World War.   Personalities that fought for independence   * Kaunda, Nkurumah, Azikowe, Nyerere etc. * Methods employed to demand for independence   Road to impendence in some African states.   * Ghana, Nigeria, Zambia, Zimbabwe etc   Problems encountered in the struggle for independence |  |  |  |  |  |  |
|  |  |  | POST INDEPENDENCE AFRICA | **OAU, AU** | Learners should be able:   * To tell why OAU was formed * Give the founder members of OAU * Give the functions of OAU. * Tell the achievements and failures of OAU. * Give the objective of AU * Give the objective of AU * Give challenges and solutions of AU |  | * Formation of OAU * Why it was formed * Founder members of OAU * Functions of OAU * Achievements of OAU * Failure of OAU   Formation of AU   * Objectives of AU * Organs of AU * Solutions of the challenges. |  |  |  |  |  |  |
|  |  |  |  | 1ST AND 2ND WORLD WARS  UNO | * Learners should be able to; * State the causes and effects of the wars. * Describe the formation and the objectives of the League of Nationals * Explain reasons for its formation * State the organs, agencies and their duties and headquarters * Explain the reasons for its formation * State the organs, agencies and their duties and headquarters * State the success and failures of UNO. |  | * Causes of the effects of the World Wars. * Formation of the League of National (LON) * Objectives of LON * Failures of the LON * Reasons for the formation UNO * Organs and agencies. * Headquarters of these agencies * Successes and failures of UNO. |  |  |  |  |  |  |
|  |  |  |  | COMMON WEALTH OF NATIONS | Learners should be able to:   * Explain the meaning of common wealth * Give examples of common wealth countries and the things they share in common. * State the objectives of the common wealth. |  | * What common wealth countries are; * Examples of common wealth countries and things they share. * Objectives of the common wealth. * Common wealth secretariat. * High commissioners and ambassadors * Dominion states |  |  |  |  |  |  |
|  |  |  | **Major world organisations** | UNO  COMMON WEALTH | Learners should be able to;   * Mention the member countries * State the major objectives of the UNO * Explain how UNO operates * Describe the objectives of UNO and common wealth |  | * Why LON was formed. * LON achievements and failures. * First and second world war. * Formation of UNO * UNO objectives and organs. * UNO agencies and functions. * The UN human rights charter * Challenges of UN * Common wealth of nations. * Functions of common wealth * Challenges of common wealth. * Comparison between common wealth. |  |  |  |  |  |  |