**P.6 SOCIAL STUDIES SCHEME TERM III 2019**

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| **Week**  : One  **PD** : 1 and 2  **Topic** : The Road to independence in East Africa  **Sub Topic**  : Foreign influence in East Africa  **Competence**s :  **The learner**;   * Defines the term foreign influence * Names groups of foreigners who came to E. Africa * Names groups of traders, reasons for coming, contributions and effects   **Language competences**  New words   * Independence, colonialists, foreigner   **Content**   * Definition of foreigner and foreign influence * Groups of foreigners * Changes brought by foreigners * Groups of traders who came to E. Africa. * Arab traders * Reasons for coming * Items they brought and got from E. Africa * Barter trade * Coastal towns where they settled * The Zenj empire * Map showing coastal towns of E. Africa   **Learning aids**   * Map of Africa showing movement of Arabs to E. Africa   **Learning activities**  **Methods**   * Guided discovery, * Discussion * Question and answer technique   **Life skills and values**  **References**   * Comprehensive social studies book 15 page 30 – 32.   **Remarks** |
| **Week**  : One  **PD** : 3 and 4  **Topic** : The road to independence in East Africa  **Sub Topic**  : Effects of Arab settlement  **Subject Competence**s :  **The learner;**   * Defines the term slave trade and slavery * Describes the development of slave trade * Names the slave markets in East Africa. * Discusses the effects of slave trade.   **Language**   * The learner reads, spells and constructs sentences using the learnt new words   **Content**   * Slave trade and slavery * People who took part in slave trade * Methods / ways slaves were got * Slave trade markets at the coast and interior. * Reasons why Arabs took long to enter E.A. * Positive and negative effects of slave trade * Reasons why it was hard to stop slave trade * The process of abolition of slave trade * Treaties signed to stop slave trade * Personalities that took part in the abolition of slave trade. * Positive and negative effects of Arabs settlement in East Africa. – Indian traders   **Methods**   * Story telling * Discussion * Question and answer   **Learning aids :**   * Visual – Audio aids (The Amsterdam)   **Learning Activities**   * Discussing the effects of slave trade   **Life skills and value**   * Empathy   **Life skills and values**   * Love for others   **References**   * Comprehensive social studies book 6 page 80 – 82   **Remarks** |
| **Week**  : One  **PD** : Five  **Topic** : The road to independence in East Africa  **Sub Topic**  : The explorers  **Competence**s :  **The learner**;  **Language**   * The learner uses new words to construct meaningful sentences e.g. Africa was called a Dark continent because little was known about its interior.   **Subject**   * Tells the meaning of explorers * States reasons why European explorers came to E. Africa * Describes the movement of Portuguese explorers to E. Africa. * Draws the sketch map of Vasco Da Gama’s journey to India   **Content**   * Who is an explorer * Reasons for coming of European explorers * The Portuguese explorers * Vasco Da Gama * Reasons why Vasca Da Gama was not welcomed at the coast. * The help given by sattan of Malindi * Vasco Da Gama’s guide * Map of Africa showing Vasco Da Gama’s journey to India   **Methods**   * Story telling * Discussion * Question and answer   **Learning aids :**   * Map showing routes of explorers   **Learning Activities**   * Discussing the coming of explorers   **Life skills and value**   * Love for adventure * Hospitality   **Reference**   * Comprehensive social studies   **Remarks** |
| **Week**  : One  **PD** : Five  **Topic** : The Road to independence in East Africa  **Sub Topic**  : The explorers  **Competence**s :  **The learner**;  **Subject**   * Tells the meaning of explorers * States reasons why European explorers came to E. Africa. * Describes the movement of Portuguese explorers to East Africa. * Draws the sketch map of Vasco Da Gama’s journey to India   **Language**   * The learner uses new words to construct meaningful sentences e.g. Africa was called a Dark continent because little was known about its interior.   **Content**   * Who is an explorer * Reasons for coming of European explorers * The Portuguese explorers * Vasco Da Gama * Reasons why Vasco Da Gama was not welcomed at the coast. * The help given by sattan of Malindi * Vasco Da Gama’s guide * Map of Africa showing Vasco Da Gama’s journey to India.   **Method**   * Story telling * Discussion, question and answer   **Learning aids :**   * Map showing routes of explorers   **Learning Activities**   * Discussion the coming of explorers   **Life skills and value**   * Love for adventure * Hospitality   **Reference**   * Comprehensive social studies   **Remarks** |
| **Week**  : Two  **PD** : 1  **Topic** : The Road  **Sub Topic**  : Portuguese conquest of East African Coast  **Competence**s :  **The learner**;  **Subject**   * Explains the reasons for Portuguese conquest of East African Coast * Discusses the effects of Portuguese coming * States the reasons for the collapse of Portuguese rule   **Language**   * The learner reads, spells and constructs meaningful sentences using the learnt new words.   **Content**   * Reasons for Portuguese conquest of E. African coast. * Contributions of the Portuguese at the coast. * Negative effects of Portuguese settlement at the Coast * The collapse of Portuguese rule at the coast * Fort Jesus * Reasons for its construction and its economic importance to the country of Kenya.   **Methods**   * Discussion * Story telling   **Learning aids :**   * Map showing Vasco Da Gama’s Voyage   **Learning Activities**   * Love, justice, adventure   **Reference**   * Comprehensive social studies book 6 page 87   **Remarks** |
| **Week**  : Two  **PD** : 2 and 3  **Topic** : The road to independence  **Competence**s :  **The learner**;  **Subject**   * Givens examples of explorers who came to E. A. * Describes their journeys to E. Africa * States the major discoveries made by each explorer   **Language**   * Giving contributions of explorers and spelling their names.   **Content**   * Examples of explorers, H.M Stanley, Dr. Fischer, Joseph Thompson, Dr. Living stone, Jacob Erhardt, James Bruce e.t.c. * Contributions and discoveries of each explorer * The journeys they made. * Problems faced by explorers in E. Africa. * Organizations that funded explorers * Positive and negative effects of the coming of explorers to E. Africa.   **Methods**   * Guided discovery * Discussion * Question and answer   **Learning aids :**   * Map of E. Africa showing journeys made by explorers   **Learning Activities**   * Spelling names of explorers * Discussing negative and positive effects   **Life skills and value**   * Exploration   **Reference**   * New fountain pupils’ book 6 pages 119 -121   **Remarks** |
| **Week**  : Two  **PD** : 4 and 5  **Topic** : Missionaries  **Competence**s :  **The learner**;  **Subject**   * Tells who a missionary is. * Gives the reasons for coming of missionaries * Names the groups of missionaries * Mentions examples of missionaries who came to E. Africa.   **Language**   * The learner reads, spells and uses the names of missionaries to give their contributions.   **Content**   * Meaning of a missionary * Groups of missionaries who came to E. Africa * Reasons for coming of missionaries * Examples of missionaries who came to E. Africa * Contributions of missionaries * Problems faced by missionaries while in E. Africa * Missionary work in E. Africa * Impact of missionary work in East Africa * How missionaries led (paved) way for colonialists   **Methods**  **Learning aids :**  **Learning Activities**   * Discussing missionary work in E. Africa   **Life skills and value**   * Evangelism, love, care and concern   **Reference**   * Comprehensive SST book 6 page 94 - 97   **Remarks** |
| **Week**  : Three  **PD** : 1 and 2  **Topic** : The road to independence  **Sub Topic**  : The colonialists  **Competence**s :  **The learner**;  **Subject**   * Tells who a colonialist is. * Describes Egypt’s attempt to colonize Uganda * Gives the contributions of governors of Equatorial province. * States examples of colonialists and their contributions   **Language**  **The learner;**   * Reads and spells names of personalities   **Content** (Scramble and partition)   * The Berlin conference * Effects of Berlin conference * Countries that participated * Colonialists * European interest in colonizing Africa * Anglo- German Agreement of 1886 * Methods used to establish colonial rule in East Africa * The Heligo land treaty   **Methods**   * Story telling * Guided discussion * Guided discovery   **Learning aids :**   * Social studies text books   **Learning Activities**   * Naming personalities involved in colonialism   **Life skills and value**   * Appreciation, sympathy   **Reference**   * Comprehensive social studies book 6 page 100 – 105   **Remarks** |
| **Week**  : Three  **PD** : 3 and 4  **Topic** : The road to independence in East Africa  **Sub Topic**  :  **Competence**s :  **The learner;**  **Subject:**   * Defines direct and indirect rule * Describes how each type was used * Gives advantages and disadvantages * Mentions reasons for coming of white settlers * Names countries occupied by white settlers   **Language**   * Listens and spells new words * Constructs sentences using new words   **Content(**Establishment and administration of colonial rule)   * Foreign settlers in E. Africa * Reasons for coming of European settlers * Contributions of white settlers in E. Africa * Countries occupied by white settlers * Advantages and disadvantages of direct and indirect rule * Map showing British and German spheres of influence in East Africa.   **Methods**   * Discussion * Guided discovery * Question and answer   **Learning aids :**   * Social studies text books   **Learning Activities**   * Discussing colonial administration in East Africa   **Life skills and value**   * Appreciation, Nationalism   **Reference**   * Fountain pupils’ book 6 page 123 - 130   **Remarks** |
| **Week**  : Three  **PD** : 5  **Topic** : The road to independence  **Sub Topic**  : African reaction to colonial rule  **Competence**s :  **The learner**;  **Subject**   * Gives examples of Africans who resisted colonial rule * Mentions the rebellions formed to resist colonial rule * States the causes and effects of these rebellions   **Language**   * Reads and spells names of Africans who resisted colonial rule and rebellions   **Content**   * Examples of Africans who resisted colonial rule * Rebellions formed to resist colonial rule * Maji-Maji rebellion * The Hehe, Chaga and Nyamwezi rebellions * Causes of rebellions * Effects of these rebellions   **Methods**   * Discussion * Question and answer technique   **Learning aids :**   * Social studies text books   **Learning Activities**   * Brain storming on African reaction to colonialism   **Life skills and value**      **Reference**   * Nationalism, Love, Care and others   **Remarks** |
| **Week**  : Four  **PD** : 1 and 2  **Topic** : The road to independence  **Sub Topic**  : Resistance to colonial rule in Kenya and Uganda  **Competence**s :  **The learner**;  **Subject**   * Names rebellions formed to resist colonial rule in Uganda and Kenya * States the causes and effects of these rebellions * Tells the leaders of these rebellions * Mentions the reasons why Africans resisted colonial rule.   **Language**   * Spelling names of personalities   **Content**   * The Sudanese Mutiny, causes and effects * The Lamogi, rebellion * The Nyangire rebellion * African leaders who organized and staged rebellions * The Nandi resistance * The Mau-Mau rebellion * Causes and effects of Mau- Mau rebellion * Reasons for African’s resistance to colonial rule * Reasons why Africans were defeated   **Methods**   * Discussion, Brain storming   **Learning aids :**   * A chart showing Nationalists   **Learning Activities**   * Drawing the map, status   **Life skills and value**   * Nationalism   **Reference**   * Comprehensive SST book 6 pages 125 – 130   **Remarks** |
| **Week**  : Four  **PD** : 3 and 4  **Topic** : The road to independence  **Sub Topic**  : The struggle for independence in East Africa  **Competence**s :  **The learner**;  **Subject**   * Gives examples of Africans who collaborated with the British * States reasons for their collaboration * Describes the German rule in Tanganyika * Explains the British influence in Zanzibar   **Language**  **Content**   * Reasons why Africans in East Africa struggled for independence * Political parties in Tanganyika * Tanganyika under president Julius Nyerere * British influence in Zanzibar * The road to independence in Zanzibar * Colonial rule in Kenya * The struggle for independence in Kenya   **Methods**   * Storytelling, Guided discovery   **Learning aids :**   * Map of East Africa showing the European sphere of influence.   **Learning Activities**   * Giving examples of African collaboration   **Life skills and value**   * Appreciation, care, concern   **Reference**   * MK. SST, Comprehensive SST book 6.   **Remarks** |
| **Week**  : Four  **PD** : 5  **Topic** : The road to independence in East Africa  **Sub Topic**  : Personalities that fought for Kenya’s independence  **Competence**s :  **The learner**;  **Subject**   * Names personalities that struggled for Kenya’s independence * Discusses the contributions of each personality towards Kenya’s independence   **Language**   * The learner reads, spells and states contributions of personalities who struggled for Kenya’s independence   **Content**   * Harry Thuku * Jomo Kenyatta * Oginga Odinga * Tom Mboya * Ronald Ngala * Daniel Arap Moi * Ways how the above personalities struggled for Kenya’s independence * Challenges met in the struggle for Kenya’s independence * Political parties formed   **Methods**   * Storytelling, Guided discussion   **Learning aids :**   * Text books   **Learning Activities**   * Discussing each personality   **Life skills and value**   * Care, concern, appreciation   **Reference**      **Remarks** |
| **Week**  : Five  **PD** : 1and 2  **Topic** : The road to independence in E. Africa  **Sub Topic**  : Colonialism and Nationalism in Uganda  **Competence**s :  **The learner**;  **Subject**   * States when and why LEGCO was formed * Describes the events of Kabaka’s crisis of 1953 * Explains why Namirembe agreement was signed * Mentions the political parties formed in Uganda and gives their contributions   **Language**   * Spells and states contributions of personalities who struggled for Uganda’s independence   **Content**   * The legislative assembly * The Namirembe agreement and Kabaka’s crisis * Political parties formed to struggle for Uganda’s independence i.e UNC, DP, UPC, Kabaka Yekka * Personalities that led Uganda to independence * Events of Uganda’s independence   **Methods**   * Brain storming, discussion, question and answer technique   **Learning aids :**   * Text books   **Learning Activities**   * Mention political parties * Stating reason why LEGCO was formed.   **Life skills and value**   * Sympathy, appreciation   **Reference**   * Comprehensive SST book 6 page 131 – 135 - MK book 6   **Remarks** |
| **Week**  : Five  **PD** : 3 and 4  **Topic** : The road to independence in E. Africa  **Sub Topic**  : Colonialism and Nationalism in Rwanda and Burundi  **Competence**s :  **The learner**;  **Subject**   * Describes the colonial rule / administration in Rwanda and Burundi * Discusses the formation of political parties and movements in Rwanda and Burundi * Writes brief noted about personalities who struggled for independence of Rwanda and Burundi   **Language**   * The learner reads, spells and stated contributions of personalities that led Rwanda and Burundi to independence   **Content**   * Political, social, economic and religious reasons for colonization of Rwanda and Burundi * Political parties and movements formed in Rwanda and Burundi * Leading personalities in struggle for independence in Rwanda and Burundi * Political parties and leaders of post independent East African countries i.e Tanzania, Kenya, Rwanda, Burundi and Uganda   **Methods**   * Brain storming, storytelling,   **Learning aids :**   * Text books   **Learning Activities**   * Describing nationalists in and Burundi   **Life skills and value**   * Appreciation   **Reference**   * New Fountain pupils book 6 pages 153 - 156   **Remarks** |
| **Week**  : Five  **PD** : 5  **Topic** : The road to independence in East Africa  **Sub Topic**  : Challenges of post independent East Africa  **Competence**s :  **The learner**;  **Subject**   * States and explains the challenges of post independence in East Africa * Gives the signs of modern democracy and its exercise and abused in East African countries   **Language**   * Spells the new words and used them in daily expressions   **Content**   * Challenges of post independent in East African countries e.g. illiteracy, famine, political instabilities etc * Solutions to the problems affecting East African countries * Democracy and democratic rule in East Africa * Indicators / signs of democracy * Ways through which democracy is practiced in E. Africa * Bodies that enforces human rights and democratic rule   **Methods**      **Learning aids :**  **Learning Activities**  **Life skills and value**  **Reference**   * P.6 lesson notes for term III   **Remarks** |
| **Week**  : Six  **PD** : 1 and 2  **Topic** : Citizenship and electoral system in East Africa  **Sub Topic**  : The learner;   * Defines a citizen and gives types of citizenships * Explains how someone becomes a citizen of a particular country * States the responsibilities of citizens * Describes the electoral process / system in Uganda   **Competence**s :  **The learner**;  **Subject**      **Language**   * The learner spells and uses new words to describe the electoral process and citizenship in Uganda   **Content**   * Citizenship * Types of becoming a citizen * Ways one can lose his / her citizenship * Responsibilities of citizens * Types of elections * Bye – elections * Electoral terms * Electoral systems * Composition of Uganda’s parliament * Electoral challenges and solutions   **Methods**   * Storytelling, guided discussion, guided discovery   **Learning aids :**   * Stating types of elections, * Reasons why elections are carried out   **Learning Activities**  **Life skills and value**   * Assertiveness, sympathy, appreciation   **Reference**   * P.6 term III lesson notes pages 59 - 61   **Remarks** |
| **Week**  : Six  **PD** : 3 and 4  **Topic** : Responsible living in East African Environment  **Sub Topic**  : Environmental conservation and degradation  **Competence**s :  **The learner**;  **Subject**   * Names the types of environment * Gives ways of environmental conservation and degradation * States the types of environmental pollution   **Language**   * Reads and spells words related to environmental problems   **Content**   * Good and bad uses of environment * Examples of environmental conservation * Examples of environmental degradation * Environmental problems such as   + Pollution   + Soil erosion   + Deforestation   + Land fragmentation   + Swamp drainage / reclamation e.t.c.   + Effects of environmental problems   + Solutions to overcome these environmental problems   **Methods**   * Discussion, guided discovery, brain storming   **Learning aids :**   * Text books   **Learning Activities**   * Naming the types of environment and examples of environmental degradation   **Life skills and value**   * Care, concern, appreciation   **Reference**   * MK SST book 6, Composition SST book 6.   **Remarks** |
| **Week**  : Six  **PD** : 5  **Topic** : Responsible living  **Sub Topic**  : climate change  **Competence**s :  **The learner**;  **Subject**   * Defines the term climate and climate change * Tells the meaning of words related to climate like weather, global warning, climatology metrology e.t.c * Describes the factors contributing to climate change * States the effects of climate change   **Language**   * Writes brief notes about terms used to describe climatic conditions   **Content**   * Climate * Climate change * Global warming, causes and effects * Causes of climate change * Human and natural effects of climate change * Natural climatic hazards e.g. drought, El- wind 0 floods e.t.c.   **Methods**   * Discovery, discussion, question and answer technology   **Learning aids :**   * Chart showing climatic regions   **Learning Activities**   * Stating causes of climate change   **Life skills and value**   * Care, Appreciation, love   **Reference**   * MK SST book 6, Compo SST book 6   **Remarks** |
| **Week**  : Seven  **PD** : 1 and 2  **Topic** : Responsible living  **Sub Topic**  : Sustainable use of environment  **Competence**s :  **The learner**;  **Subject**   * Gives examples of irresponsible use of environment * States examples of ways how man can use the environment sustainably * Discusses the role played by the government and other bodies to protect the environment * Names and states bodies established to conserve and protect the environment   **Language**   * The learner reads, spells and writes short notes about methods of environmental conservation   **Content**   * Irresponsible ways of living * Sustainable ways of living * Roles played by the government * Bodies / organizations set up to conserve the environment * Ministry in charge of environment * Roles played by NEMA and UNFA * Waste management * Types of wastes   **Methods**   * Storytelling, Brain storming   **Learning aids :**   * Natural environment   **Learning Activities**   * Stating roles played by NEMA, NFA   **Life skills and value**   * Care, Love   **Reference**   * MK SST book 7, compo SST book 6.   **Remarks** |