**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. * Compare 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 states. * 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. | 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 * 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 | * 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 * Socially * Economically * Politically * Religion | * 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. |  |  |  |
|  |  |  | Population size and distribution in East Africa | * Analyze the factors which influence settlement and population growth in the past and present. * Describes factors that influence population distribution. * Draws a map of E.A showing population distribution and densities. | * Uses of the following key words in meaningful sentences * Census * Population * Population density * Population growth * Population distribution * Population explosion * Population structure | * Population in East Africa * Population growth * Population distribution * Population density * Problems associated with population density * Solutions to problems. | * Discussing the factors that influence settlement in EA. * Explaining factors that contribute to population growth. * Discussing the importance of census to the countries of the EAC. * Debating the advantages and disadvantages of population growth * Discussing solutions associated with population density. * Drawing a map of EA showing population distribution. |  |  |  |

**P.6 SCHEME OF WORK TERM II**

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| WK | PD | TOPIC | SUB TOPIC | COMPETETE SUBJECT | LANGUAGE COMPETENCES | CONTENT | TECHNIQUES/  METHODS | ACTIVITIES | T/L AIDS | LIFE SKILLS | REF. |
| 1 |  |  |  |  | GOING THROUGH HOLIDAY WORK | | | | | | |
| **THEME**: LIVING TOGETHER IN EASAT AFRICA | | | | | | | | | | | |
| 2 | 1 | MAJOR RESOURCES OF EAST AFRICA | LAND | The learner should be able to:   * Define natural resources * Identifies the types of resources * Give examples of each resource above | The learner   * Should read and pronounce * Resource * Utilization * Renewable * Non-renewable * Degradation * Natural | vocabulary   * Meaning of natural resources * Examples of natural resources * Types of natural resources * Land * Uses of land * Ways man has misused land * Conservation of land | Whole class   * Discussion * Brainstorming * Field trip   - | Reading   * Pronouncing * Writing and * making sentences | Chalkboard  Illustration  School compound | Environmental awareness  Making the best use of available resources  Making choices | MK Ppls. bk. 4 pg. 104 |
|  | 2 |  | LAND | The learner-   * States the activities carried out on land. * Mentions the meaning of farming * Defines the different farming systems in East Africa. | * Land * Farming * Industrialization * Tourism * Subsistence farming * Mining * Fishing * Industrialization * Trade | * Discussing activities carried out on land * Farming * Tourism * Mining * Transport * Fishing * Industrialization * Trade | Whole class   * Discussion * Brainstorming | * Reading * Pronouncing * Writing structured notes | * Chalk board illustration * School compound | Problem solving  Critical thinking  Environmental awareness | MK Ppls. Bk. 4 Pg. 104 |
|  | 3&4 |  | TYPES OF | * The learner states the advantages and disadvantages of each farming system | * subsistence farming * plantation farming * perennial crops | * brainstorming | question and answer | * reading * writing structure | * text books * chalkboard illustration | problems  thinking  environmental awareness | Ppls Bk. 6 Pg. 26 |
| 2 | 5 | MAJOR RESOUCES OF EAST AFRICA | TRADITIONAL AND NON RADITIONSL CROPS | The learner defines   * Traditional cash crops * Non-traditional cash crops * Classifies/gives examples of traditional and nontraditional crops. | * The learner use words * Traditional * Non-traditional crop | * Meaning of traditional and nontraditional crops * Examples of each of the above. | Brainstorming  whole class discussion | * Reading * Writing * Asking and answering oral and written questions * Taking structured questions. | * Chalk board illustration * Some real cash crops e.g. coffee, berries, bean seeds | discussion making  team work | P.6 curriculum Pg 116 |
| 3 | 6 & 1 | MAJOR CASH CROPS IN EAST AFRICA | The learner defines cash crops  Identify the major cash crop in East Africa  Identify places where cash crops grown in East Africa  State the conditions necessary for proper growth of each cash crop. | * Cash crops * Condition * Coffee * Cotton * Beverage * Husks * Kilombero valley * Oil palm * Nettle trees | * Meaning of cash crops * Places where they are grown * Conditions necessary for proper growth of each of the crop | Brainstorming  Whole class discussion | * Reading and writing * Asking and answering oral and write questions * Taking questions | * Chalkboard illustration * Some real cash crops e.g. coffee, Berries | problem solving  critical thinking  discussion making | Trs. Own collection. |
| 3 | 2 | IRRIGATION FARMING | The learner defines irrigation  States the advantages and disadvantages of irrigation farming  Give examples of irrigation schemes in East Africa. | * Farming * Irrigation | * Meaning of irrigation farming * Advantages of irrigation farming * Disadvantages of irrigation farming * Irrigation schemes in East Africa | Brainstorming  Whole class discussion | * Reading and wrting * Asking and answering oral and written questions * Taking structured questions | * Chalk board illustration * Buckets * Water * Sprinkler | problem solving  critical thinking  discussion making | MK bk. 6 pg. 56 functional bk. 6 pg 38 |
| 3 | 3 |  | WAYS OF PRESERVING FOOD IN EAST AFRICA | the learner states the different methods of preserving food  identifies traditional and modern methods of preserving food  States reasons why the colonialists encouraged cash crop growing | * Cash crops preservation * Modern methods * Traditional methods | * Ways of preserving food * Traditional methods * By smoking * Sun drying * Salting | Discussion  Brainstorming  Illustration  explanation | * Ask and answer oral questions writing structured notes | * Chalk board illustration * School fridge * Dried and smoked | friendship  environmental awareness | MK bk. 6 pg. 55 |
|  | 4 |  | IMPORTANCE OF FARMING IN OUR REGION | The learner states the importance of farming.  Identifies problems and solutions | * Income soil * Erosion * Drought * Expensive * Modern * Agricultural * Agriculture | * Importance of farming * Problems facing farmers solutions | discussion  Brainstorming  Illustration  Explanation | * Ask and answer oral questions * Writing structured notes | * Chalk board illustration | Friendship  Environmental awareness | functional bk 6 pg 45 & 47 |
| 3 | 5  &  6 |  | COPERATIVE SOCIETIES | The learner  Defines cooperative society  States the importance of cooperative societies  Map showing cash crop growing in East Africa.  Map showing cash crop growing in East Africa. | * Society cooperative society | * Definition of cooperative society * Importance of cooperative societies * Map of East Africa showing cash crops | Discussion  Brainstorming  Illustration  Explanation | * Ask and answer oral questions * Writing structured notes * Drawing the map of East Africa showing cash crop growing. | * Chart showing cash crop growing in East Africa * Text books | drawing  critical thinking  Problem solving | MK bk 6 pg. 54. |
| 4 | 1 |  | LIVESTOCK FARMING | The learner gives the meaning of livestock farming  Differentiate between a dairy farm and a ranching scheme  Gives examples of each of the above  Mention the products from the above farms. | * Livestock farming * Dairy farming * Ranch farming * Cheese * Yoghurt | * Meaning of livestock farming * Different between dairy farming and ranch farming * Examples of dairy farm and a ranching scheme * Product from each of the above farms. | discussion  Discovery  Brainstorming  Question and answers | * Answering oral questions * Doing the given activity | * Chalk board * Text books | Environmental awareness  Critical thinking  Problem solving | Functional bk pg. 46 to 47. |
| 4 | 2  &  3 |  | PASTORALISM IN EAST AFRICA | The learner gives the meaning of pastoralism  Examples of pastoral tribes in East Africa  States the problems and solutions | * Pastoralist * Pastoralism * Cattle rustling * Valley dams * Dairy | * Meaning of pastoralism * Examples of pastoral tribes in East Africa * Importance of cattle to pastoral tribes * Problems facing pastoralism * Solutions to the problems | Discussion  Discovery  Brainstorming and answers. | * Answering oral questions * Doing the | * Chalk board * Text books * Activity | Environmental awareness  Critical thinking problem solving. | Functional bk 6 pg47 |
|  | 4 |  | TOURISM/ WILDLIFE | The learner gives the meaning of tourism  Gives the types tourists  Gives examples of major tourist in East Africa  Give the meaning of wildlife identifies the different types of animals found in our natural environment. | * Tourist * Tourism * Internal * External * Climate * Wildlife * Herbivore * Carnivores * Omnivorous animals | * Meaning of tourism * Types of tourist * Examples of major tourist centers * Meaning of wildlife * Types f animals found in the natural environment | Discussion  Brainstorming | * Answering oral and written questions | * Chart showing tourist sites in East Africa * Text books | Problem solving  Critical thinking  Environmental awareness | functional bk 6 pg. 69 – 76 |
|  | 5  &  6 |  | NATIOANAL GAME PARKS | The learner states the meaning of game parks.  State other areas where wild life is conserved. | * Game park * Game reserve * Zoo * Permission gazette. | * Meaning of Game parks and game reserves a zoo and sanctuary * Examples of game parks in East Africa * Problems faced by game parks and their solutions * Drawing map showing National game parks and game reserves in East Africa. | Discussion  Brianstorming | * Answering oral and written questions * Drawing the map of East Africa showing game parks and reserves | * Chart showing National Game parks in East Africa * Text books | Problem solving Critical thinking mental awareness. | Functional bk. 6 pg. |
| 5 | 1 |  | IMPORTANCE OF TOURISM INDUSTRY TO THE PEOPLE OF EAST AFRICA | The learner states the importance of tourism to the people.  Suggests the ways the tourism industry can be improved in the region  States why the tourism industry is more developed in Kenya than Uganda. | * Tourism * Invisible exports * Income * Foreign * Poaching | * Importance of tourism * Ways of improving tourism in the region * Why tourism is well developed in Kenya than Uganda. | Brainstorming  Discussion  Explanation | * Answer oral and written questions | * Chalk board illustration | friendship  Environmental awareness  Critical thinking  Respect  Problem solving | MK bk 6 pg. 41 – 42. |
|  | 2 |  | VEGETATION | The learner gives the meaning of vegetation  Mentions the types of vegetation  Gives examples of soft wood trees and their products. | * Vegetation * Soft wood trees * Wood products | * Meaning of vegetation * Types of vegetation * Examples of soft wood trees | * Brainstorming * Discussion * Explanation | answer oral and written questions | * Chalk board illustration * Plants in the school environment | * Friendship * Environment awareness * Critical thinking * Respect * Problem solving * Respect problem solving | MK bk 6 pg. 23 – 30  Functinalbk. 6 pg. 6- - 62 |
|  | 3  &  4 |  | NATURAL VEGETATION | The learner gives the meaning of natural vegetation  States examples of natural vegetation in the region  States the factors that influence the vegetation in East Africa and how? | * Natural vegetation * Influence | * Meaning of natural vegetation * Examples of natural vegetation * Factors influencing natural vegetation | * Brainstorming * Discussion * Explanation | answer oral and written questions | * Chalk board illustration * Chart showing vegetation belts in East Africa. | * Friendship * Environmental awareness * Critical thinking * Respect * Problem solving. | MK bk 6 pg 25 – 30  Functional bk 6 pg 60 – 62 |
|  |  |  | VEGETATION BELTS AND REGIONS OF EAST AFRICA | The learner gives the different vegetation regions in East Africa  Gives the characteristics of each of the above vegetation region. | * Vegetation belt * Characteristics * Canopy * Buttress roots, * Species * Moor land and * Heath | * The vegetation belts of East Africa * Characteristics of different vegetation regions | * Whole class discussion * Brainstorming | writing structured notes  answer given questions | * The environment charts showing different vegetation | * Environmental awareness * Making the best use of available resources * Choice making. |  |
|  |  |  | VEGETATION | The learner gives the meaning of a swamp.  States the economic activities carried out in swamps.  Give the reasons why people reclaim swamps and dangers of the above. | * Swamp reclamation * Swamp drainage * Papyrus reclaim | * Defining the importance of swamps * Economic activities carried out in swamps * Problems facing swamps * Why people reclaim swamps * Dangers of swamp drainage * Map of East Africa showing Natural forests. | * Class discussion * Brainstorming | structured notes  Answer given questions | * The environment * Charts showing different vegetation. | * Mental awareness * Making the best use of available resources * Choice making |  |
|  | 3  &  4 |  | MINERAL RESOURCES IN EAST AFRICA | The learner give the meaning of mining  types of minerals  Methods of mining in East Africa  Draws the map of East Africa showing mineral deposits. | Mineral   * Mining * Extraction * Explosives | * Meaning of mining and minerals * Types of mineral in East Africa * Methods of mining in East Africa * Mineral distribution in East Africa | * Whole class discussion * Brainstorming | writing structured notes  Answer given questions | * The environment * Charts showing different vegetation. | * Environmental awareness * Making the best use of available resources * Choice making | Atlas pg 37 |
|  | 5  &  6 |  | IMPORTANCE OF MINING IN EAST AFRICA | The learner gives the importance of mining in East Africa.  States the environmental dangers as a result of mining in an area.  Problems faced by the mining industry and their solutions. | mining  danger  environmental degradation  soil erosion  pollution | * Importance of environmental dangers of mining * Problems faced by the mining industry * Solutions to the stated problems | * Whole class discussion * Brainstorming * Field trip * Illustration | asking and answering oral questions  doing the given exercise | * Chalk board illustration * Pupils text books. | * Environmental awareness * Problems solving * Critical thinking. | macmillan atlas pg 37 |
|  |  |  | DRAINAGE FEATURES IN EAST AFRICA | The learner gives the meaning of drainage features  Identifies the examples of drainage features in East Africa  Gives the characteristic of the rift valley lakes  Characteristics of depression lakes with relevant examples  Draw the map of the great East African Rift Valley. | Drainage  Rift Valley  Depression  Escarpment  Faulting | * Meaning of drainage features * Examples of drainage features * Characteristics of rift valley lakes * Characteristics of depression lakes * Map of the rift valley | * Whole class discussion * Brainstorming * Field trip * Illustration | Asking and answering oral questions  Doing the given exercise. | * Chart showing the great East African Rift Valley | * Environmental awareness * Problem solving * Critical thinking | Sharing our world bk 6 pg 6 – 10, functional primary sstbk 6 pg |
|  | 3 |  | MAJOR INLAND PORTS ON LAKE VICTORIA | The learner identifies the major inland ports on lake Victoria in each of the East African Countries.  States the importance of inland ports in development of East Africa  Draw a map of lake Victoria showing major inland ports. | inland  Port  Development  Ferries | * Major inland ports on lake Victoria * Importance of inland ports in the development of East Africa * Map of Lake Victoria showing inland ports. | * Discussion * Illustration * Brainstorming * Question and answer | asking oral questions  doing the given activity  drawing the given map | * Chalk board illustration * Chart showing map of lake Victoria | * Problem solving * Critical thinking * Environmental awareness | Mk bk 6 pg 18 - 19 |
|  |  |  | FISHING IN EAST AFRICA | The learner gives the meaning of fishing  Identifies the examples of fishing ground in East Africa  Gives the examples of fish caught in East Africa | Fishing  Fish  Species  Aquatic life  Modern  Tradition  Preserving | * Meaning of fishing * Examples of fishing grounds in East Africa * Examples of caught in East Africa * Traditional and modern methods of fishing * Traditional and modern methods of preserving fish * Importance of fishing * Problems faced by the fishing industry and their solution * Map showing several fishing grounds in East Africa. | * Discussion * Illustration * Brainstorming * Questions and answers | Asking oral qeustions  doing the given activity  drawing the given map. | * Chalk board solving illustration * Map of East Africa showing the major fishing grounds. | * Problem solving * Critical thinking * Environmental awareness | MK bk 6 pg 18 – 19 |
|  | 8 | TRANSPORT AND COMMUNICATION | SOCIAL SERVICES IN EAST AFRICA | The learner gives the meaning of social services Gives examples of social services  gives the types of transport  Importance of transport | Social services  Transport  Electricity  Amenities  Insurance  Banking  Security | * Meaning of social services * Examples of social services * Meaning of transport * Types of transport * Importance of transport | * 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. |
|  | 2  &  2 |  | ROAD TRANSPORT | The learner gives the different types of roads.  Mentions the different means of road transport  States the importance of developed road network  Gives the advantages and disadvantages of rad transport  Common causes of rad accidents  Ways of controlling rad accidents in East Africa. | Transport means  Murram roads  Seasonal road  Accident  Causes | * Types of roads * Means of transport * Importance of well-developed road net work * Advantages and disadvantages road transport * Common causes of road accidents * Ways of controlling road accidents. | * Brainstorming * Whole class discussion * Story telling | Asking questions  Answering oral and written question  Drawing the given map | * Chart showing transport network in work in East Africa * Pupils Text books | * Effective communication * Decision making | Mk pg. 147 - 163 |
|  |  | TRANSPORT AND COMMUNICATION | AIR TRANSPORT | The learner mentions international air ports in East Africa  Mentions the means of air transport  Advantages and disadvantages  Perishable goods | Air transport  Perishable goods  Jets, helicopters  quick  fast  congestion | * International air ports * Means of air transport * Advantages and disadvantages of air transport * Perishable goods | * Discussion * Problem solving * Brainstorming * Question and answer | taking structured notes | * Chalkboard illlustration | * Problem solving * Critical thinking * Environment | MK bk 6 pg. 147 – 163 |
|  | 2 & 3 |  | WATER & PIPELINE TRANSPORT | The learner mentions the means of water transport  States the advantages and disadvantages of water transport  States reasons why some parts of rivers are not used for transport  Give the goods transported by pipeline  Give advantages and disadvantages. | Canoe  Pipeline  Liquids  Flexible  Pumped  Dar-el-salaam | * Means of water transport * Advantages * Disadvantages * Reasons why some rivers are not used for transport * Goods transported by pipeline transport * Disadvantages of pipeline transport | * Discussion * Problem solving * Brainstorm * Questions and answers | taking structured notes | * Chalk board illustration * Water pipes * Piped water the school environment | * Problem solving * Critical thinking * Environment awareness | MK bk 6 pg. 147 - 163 |
|  |  |  | COMMUNIATATION NET WORK IN EAST AFRICA | The learner gives the meaning of the term communication  Mentions examples of modern and traditional means of communication  gives the meaning of mass media with relevant example | Communication  Means of communication  Mass media | * Meaning of communication * Traditional and Modern means of communication * Meaning of mass media * Examples of mass media | * Discussion * Problem solving * Brainstorming * Question and answer | Taking structured notes | * Newspapers * Radio * Cell phones (Mobile phones) * Magazine | * Problem solving * Critical thinking * Environmental awareness | MK bk 6 pg. 164 - 166 |
|  |  |  | COMMUNICATION NETWORK IN EAST AFRICA | The learner mentions advantages and disadvantages of using a radio as a means of communication  Mentions advantages | Post office  Opportunities  Private  Telephones  News papers | * Advantages of using a radio * Disadvantages of using a radio * Advantages of newspaper * Disadvantages of using newspapers and advantages of using newspapers as a means of communication * Gives examples of government and private news papers * States the importance of newspapers and radios during trade * Gives the advantages and disadvantages of using a television, post office and letter writing * States the problems affecting communication net in East Africa. | * Discussion problem solving * Brianstorming * Questions and answers | taking structured notes  Examples of government and private news papers  Importance of radios, newspapers, television etc.during trade  Problems affecting communication network in East Africa. | * News papers * Radios * Cell phones * Magazines | * Problem solving * Critical thinking * Environmental awareness | MK bk 6 pg. 164 - 166 |
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**P.6 SST SCHEME TERM III**

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| WK | PD | THEME | TOPIC | SUB-TOPIC | COMPETENCE | | CONTENT | METHODS TECHNIQUE | ACTIVITY | SKILLS ATTITUDE | AUDIO VISUAL AIDS | REF | REM |
| SUBJECT | LANGAUGE |
| 2 | 1 | LIVING TOGETHER IN EAST AFRICA | **THE ROAD TO INDEPENDENCE IN EAST AFRICA** | **THE COMING OF EUROPEANS IN EAST AFRICA** | The learner;  1.Identifies the different groups of Europeans that came to east Africa.  2.States why Europeans referred to Africa as a dark continent.  3. Suggests the general reasons for the coming of Europeans. | The learner uses the following words  -European, Europe  -Explore, Explore  -Missionary, Mission  -Colonialist, colony colonise  -Colonisation | -Identify the different groups of Europeans that came to East Africa.  -Reasons why Africa was referred to as a dark continent.  -Reasons why the Europeans came to East Africa. | Whole class discussion  -Brain storming  -Story felling | -Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | -Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | Chart showing  The journeys made by explorers to East Africa. | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |
|  | **2** |  | **THE COMING OF THE PORTUGUESE IN EAST AFRICA.** | The learners,  1.Defines a Portuguese.  2.State the reasons for their coming to East Africa.  3.States why prince Henry the Navigators. | -empire  -trade  -adventure  -ivory  -navigation  -Christianity  -fort. | -Meaning of the term Portuguese  -Reasons for the coming of the Portuguese  -Reasons for the construction of school of Navigators by prince Henry the Navigator. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | Chart showing  The journeys made by explorers to East Africa.  -do- | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152  -do |  |
|  | **3**  **&**  **4** |  | **DINIZDIAZ, BARTHOLOMEW DIAZ & VASCO –DA-GAMA.** | The learner,  1.Identifies the different Navigators who tried to find a sea route to India  2.Writes a short notice on each of the given navigators.  3.States the contribution made by Vasco Da Gama | The learner, uses the following words  -Storm,  -sea route,  -cape  -coast  Christmas  -storms  -sailor. | -Naming Navigators who tried to find a sea route to India.  -Explaining the journeys made by the early Navigators who tried to find a sea route to India.  -Tracing the journey made by Vasco-Da-Gama. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | Chart showing Vasco-Da-Gama Journey. | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |

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| WK | PD | THEME | TOPIC | SUB-TOPIC | COMPETENCE | | CONTENT | METHODS TECHNIQUE | ACTIVITY | SKILLS ATTITUDE | AUDIO VISUAL AIDS | REF | REM |
| SUBJECT | LANGAUGE |
|  | 6  &  5 | LIVING TOGETHER IN EAST AFRICA |  | THE PORTUGUESE RULE AT THE COAST OF EAST AFRICA | The learner draws the map showing Vasco-Da-Gama journey.  -Writes a brief note on Francisco d’Almeida.  -States reasons for building fort Jesus and economic importance to Kenya | -conquer  -Fort Jesus  -Head quarter  -Tourist quarter  -Tourist, tourism  -Soldier | -Drawing Vasco-Da –Gama’s Journey.  -Writing shorts notes about Fransiscod;Almeida | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | -do- | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |
| 3 | 1 | THE ROAD TO INDEPENDENCE IN EAST AFRICA. | REASONS FOR THE SUCCESS OF PORTUGUES RULE IN EAST AFRICA. | The learner,  1.States the positive and negative effects of Portuguese rule in East Africa  2.Identies faced by the Portuguese in East Africa | The learner uses the words;  -Imposed  -Collapse  -Attacks  -Corrupt officials  -Kiswahili  -Swahili | -Reasons for the success of Portuguese rule in East Africa  -Problems faced by the Portuguese in East Africa. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | -Chalk board illustration  -Reading Functional book6 page 140-144 | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |
|  | 2  &  3 |  | THE EFFECTS OF THE PORTUGUES RULE IN EAST AFRICA | The learner,  1. States the positive and negative effects of Portuguese rule in East Africa.  2. Identifies the factors that contributed to the decline of Portuguese rule at the cost of East Africa | -taxation  - Imposed  - Collapse  -Attacks  -corrupt officials  - Kiswahili  - Swahili | -Effects of the Portuguese rule in East Africa  Reasons for the decline of Portuguese rule in E.Africa. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | -do- | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 | -do- |
|  | 4 |  | EXPLORERS IN EAST AFRICA | 1. Who is an explorer 2. Identifies the different explorers who came to East Africa. 3. State the importance of the Royal Geographical society to the early explorers. | * The Royal Geographical society. * Sponsored * Supplies * Journey | * Meaning of explorers * Naming the different explorers who came to E.A * The role played by the Royal geographical society towards the coming of Explorers to E. Africa | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | Chart showing the routes taken by the explorers to East Africa | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |

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| SUBJECT | LANGAUGE |
|  | 5  &  6 | LIVING TOGETHER IN EAST AFRICA |  | WHY THE EXPLORERS CAME TO EAST AFRICA. | 1. Identifies why the explorers came to East Africa. John Speke and Richard Burton. | * Adventure * Prestige * Discover * Interior | * Reasons for the coming of explorers to East Africa contributions of John Speke and Richard Burton. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | Chart showing the routes taken by the explorers to East Africa | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |
| 4 | 1 | THE ROAD TO INDEPENDENCE IN EAST AFRICA | JOHN SPEKE & JAMES GRANT | The learner,   1. states the reasons why John Speke made his second Journey with James Grant to East. 2. Identifies the discoveries made by John Speke and James Grant | The learner uses new words   * Discovery * RGS | * Speke and Grants Journey. * Discoveries made by John Speke and James Grant. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | Chart showing the routes taken by the explorers to East Africa | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |
|  | 2  &  3 |  | SIR SAMUEL BAKER  HENRY MURTON STANLEY  DR. DAVID LIVINGSTONE | * Traces the journey made by Sir Samuel Baker * Identifies the discoveries made by Sir Samuel Baker. * States the local name of L. Albert * States the journeys made by HM Stanley to East Africa. * Discoveries made by HM Stanley * Suggests why he named MH. RwenzoriMountains of the moon. * Describe the journeys made by Dr. David Livingstone * Identify the discoveries made Dr. David Livingstone. | The learner uses new words.   * Governor * Falls * Route   - New words  - Requested  - Daily Telegraph  - Rescue  Palace  Circumnavigate  -Missionaries. | - tracing the journeys made by- HM Stanley- Sir Samuel Baker- Dr David Living stone  - The discoveries made by each of the above explorers. | Whole class discussion  -Brain storming  -Story felling | Reading S.S.T  Pupils  Function  Book6  Page  140-152  -Writing structured notes. | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | -do-  Chart showing the routes taken by the explorers to East Africa | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 |  |

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| SUBJECT | | | LANGAUGE | |
|  | **4**  **&**  **5** | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE IN EAST AFRICA | MORE EUROPEAN EXPLORERS | The learner,  Identifies the discoveries made by Joseph Thompson Dr. Fitcher, Count Teleki and James Bruce | | | The reads and pronounces the following words correctly  -Explorer  -Dicovery  -Masaimara  - L. Elementaita | | -Discoveries made by  -Joseph Thompson  Dr. Fitcher  -Count Teleki  -James Bruce | Whole class discussion  -Brain storming  -Story felling | |  | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | | | Chart showing the routes taken by the explorers to East Africa | Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 | |  | |
|  | **6** |  | MAP SHOWING EURROPEAN EXPLORERS IN EAST AFRICA | The learner, draws the map of East Africa showing the routes used by explorers | | | -Shading  -Colouring  -Routes  -Symbols | | Drawing map of East Africa showing routes used by Explorers | Whole class discussion  -Brain storming  -Story felling | | Drawing the map of East Africa showing routes used by Explorers | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | | |  | - Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 | |  | |
| **5** | 1  &  2 |  | RESULTS OF EUROPEAN EXPLORERS IN EAST AFRICA | -the learner, gives the results of European Explorers in East Africa.  Identifies the problems faced by the Europeans in East Africa.  Answers topical questions about exploration in East Africa. | | | -thick forests  -sleeping sickness  -barrier  Exposed | | Results of European Explorers in East Africa.  - Problems faced by the European Explorers in East Africa. | Whole class discussion  -Brain storming  -Story felling | |  | Effective communication  -Friendship  -Respect  -Appreciation  -Trust. | | | Chalkboard illustration | -do-  Compressive book 6 page 85-93  Atlas functional book 6 page 140-152 | | -do- | |
|  | 3  &  4 | THE ROAD TO INDEPENDENCE | EUROPAN MISSIONARIES IN EAST AFRICA | By the end of the lesson, pupil should be able to;  -list some missionaries who came to East Africa.  -List each one’s contribution  -State problems they faced.  -Give their general contribution in East Africa | | | -Missionary  -Mission stations  -Martyrs  -Christianity  -Protestant | | -Reasons for their coming  -Examples of missionaries  -Contributions of missionaries in East Africa.  -Problems faced by the missionaries in East Africa. | Whole class discussion  -Brain storming  -Story felling | | -Reading sharing pgs 114-117  Open discussion as children write short notes.  Fill in notes | Using appropriate language  Sharing experiences  Equipping others with skills.  Sharing odedience | | | Charts  textbooks | Functional pg 153-158  Sharing pg 114-117, MK pg 117-122 | |  | |
| WK | PD | THEME | TOPIC | SUB-TOPIC | | COMPETENCE | | | CONTENT | | METHODS TECHNIQUE | ACTIVITY | | | SKILLS ATTITUDE | | AUDIO VISUAL AIDS | | REF | | REM | |
| SUBJECT | LANGAUGE | |
|  | 5  &  6 | LIVING TOGETHER IN EAST AFRICA | THE ROAD TO INDEPENDENCE | TRADING COMPANIES IN EAST AFRICA | | -The learner,  -Gives the meaning of IBEACO and GEACO  -Gives the aims of each company in East Africa.  -Gives the achievements and failure of the companies | -company  -Achievement  -Failure  -Agreement  -Mutiny | | The meaning of IBEACO & GEACO  -Aims of IBEACO and GEACO in E. Africa  -The role played by Carl Peters, Fredrick Lugard and William Mackinon in the establishment of the above companies  -Failures of IBEACO & GEACO | | Whole class discussion  -Brain storming  -Story felling | Reading sharing pgs 114-117  Open discussion as children write short notes.  Fill in notes | | | Effective communication  Non voilents conflict resolution  Critical thin | | Chalk board illustration | | -do- | |  | |
| 6 | 1  &  2 | THE ROAD TO INDEPENDENCE | COLONIALIST | | By the end of pupils should be able to;  -Give reasons for scramble and partition.  - Identify the colonial master.  -Describe the contents of the Berlin, Anglo- German and Heligo land treaties.  -Give results for the scramble and partition. | -Partition  -Scramble  -Colonialist  -Conference  -Republic  -Democracy  -Direct  -Indirect rule. | | -Colonia administrators in Uganda.  -Commissioner and governors.  -Their contributions  -The Buganda Agreement 1900)  -the formation of LEGCO in Uganda  -Reasons for scramble and partition  -Results for the scramble and partition.  -The Berlin conference | | Whole class discussion  -Brain storming  -Story felling | Reading  MK BK6  PG……..  Open  discussion  on the  subtopics  read.  Filling in  notes | | | - Effective communication  Non voilents conflict resolution  Critical thin | Pictures of British administrator in Uganda | | | -do-  KM bk 2 pg  133  134 | |  | |
|  | 3 | -DO- | -DO- | | Revision exercise on the establishment of colonial rule in East Africa |  | | Revision exercise on the establishment of colonial rule in East Africa | | Whole class discussion  -Brain storming  -Story felling | Reading  MK BK6  PG……..  Open  discussion  on the  subtopics  read.  Filling in  notes | | | -do-  Effective communication  Non voilents conflict resolution  Critical thin | -chalkboard illustration | | | -do- | | -do- | |

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| **WK** | **PD** | | **THEME** | | **TOPIC** | | **SUB-TOPIC** | | | | | **COMPETENCE** | | | | **CONTENT** | | | **METHODS TECHNIQUE** | | | **ACTIVITY** | | | **SKILLS ATTITUDE** | | | | | **AUDIO VISUAL AIDS** | | **REF** | | **REM** | |
| **SUBJECT** | **LANGAUGE** | | |
|  | 4,  5  &  6 | | **LIVING TOGETHER IN EAST AFRICA** | | **THE ROAD TO INDEPENDENCE** | | COLONIAL ADMINISTRATION IN KENYA AND TANZANIA. | | | | | By the end of the lesson, pupils should be able to,  -Identify the methods of administration in Kenya and Tanzania/ Tanganyika.  -Point out some key colonial administrators in Kenya and Tanzania  -Give reasons why white settlers dominated in Kenya.  -Describe the set up and objectives of the LEGCO IN Kenya and Tanzania | Colonial  Administrators  Commissioners  Governors  settlers | | | British Commissioners and governors in Kenya.  White settlers in Kenya  The LEGCO in Kenya  Colonial administration in Tanzania  Colonial economic policies n East Africa | | | Guided discovery  Small group discussion  Story telling | | | Reading textbooks  Open discussion  Writing structures notes  Drawing maps | | | Appreciation  Analysis  Critical thinking  Comparing  Tolerance  Assertiveness  Decision making | | | | | Textbooks  Pictures  Charts | | Fountain 139-45 Functional Bk 6-169-174  Atlas 59,sharing-130, MK 6-133-134 | |  | |
| 7 | 1  ,  2  3 | | Reactions to colonial rule in East Africa | | | | | By the end of the lesson the pupils should be able to;  -State ways people reacted towards colonial rule.  -List collaborators and resistors  -Their contribution | Collaboration  Reaction  Resistance  Rebellions  Demonstration  Boycott  Treaties  Agreement  Movements | | | -Methods or ways people reacted towards colonial rule.  -Collaborations in Uganda,  -Resistance in Uganda.  -Collaborators and resistance in Kenya.  -Collaboration and resistance in Tanganyika. (various rebellions, results of colonial rule in Uganda, Kenya and Tanganyika). | | | Whole class discussion  Story telling  Guided discovery  Role play  Demonstration | | | Activity the reaction of Africans e.g. those that resisted (Kabalega, Kasagama  -Akidas and Jumbes in Tanganyika  -Whole discussion  -Structures notes | | | Acting  Critical thinking  Expression  Effective communication | | | | | Textbooks  Pictures  Charts | | MKBK  6-136-140  functional  184-188  Sharing 137-144  Fountain 153 | |  | |
| **WK** | **PD** | | **THEME** | **TOPIC** | | | | **SUB-TOPIC** | | **COMPETENCE** | | | | | | | | **CONTENT** | | | **METHODS TECHNIQUE** | | | **ACTIVITY** | | | **SKILLS ATTITUDE** | | **AUDIO VISUAL AIDS** | | | **REF** | | **REM** | |
| **SUBJECT** | | | | | **LANGAUGE** | | |
|  | 4,  5  &  6 | | LIVING TOGETHER IN EAST AFRICA |  | | | | Formation of political parties | | By the end of the lesson, pupil should be able to:  -Give reasons why political parties were formed in Uganda  -Examples of parties and founders.  -Describe the origin of the Namirembe conference and its contents  -Explain how Uganda attained independence and the first Ugandan governments after independence | | | | | Elections Independence  Namirembe Keith Hancock  Resolutions  Crisis  Movements | | | * The political parties formed in Uganda * Founders of political parties. * Reasons for forming political parties * The namirembe agreement. * The first general elections of 1961-2 * Uganda attains independence. * Leadership in Uganda after independence. | | | -do- | | | Read the textbook compre  Hensivebk 6  Whole class discussion with teacher.  Talk show by pupil  Brainstorming on how they would run the parties and how helpful they were.  Structures notes | | | Dramatizing  Endurance  creativity | | Textbooks  charts | | | MK 6-140-146, FUNCTIONAL 6-198, Fountain -6-160-170  Sharing -6-145-153 | |  | |
| 8 | 1  ,  2  &  3 | | **THE ROAD TO INDEPENDENCE** | | | | Formation of political parties in Kenya and Tanganyika | | By the end of the lesson, pupil should be able to;  -Identify the political parties and leaders that led Kenya and Tanganyika to independence.  i.e  -Give general and specific reasons why people demanded for independence.  -Give the provisions of the Arusha declaration.  -Give characteristics of an independent country | | | | | -do- | | | Formation of political parties in Tanganyika and Kenya.  The contributions of key political leaders towards Tanganyika and Kenya’s independence.  Results of German rule in Tanganyika.  The arusha declaration.  Change of Kenya to a republic. | | | Whole class discussion  Role play  Guided discovery  Resourceful person | | | Story telling by teacher.  Reading of texts.  Teachers explanation  Open discussion  Structured notes | | | Leadership  Team work  Nationalism | | Textbooks  Pictures  Charts | | | -do- | |  | |
| WK | PD | **THEME** | | | | **TOPIC** | | | **SUB-TOPIC** | | **COMPETENCE** | | | | | | **CONTENT** | | | **METHODS TECHNIQUE** | | | **ACTIVITY** | | | **SKILLS ATTITUDE** | | **AUDIO VISUAL AIDS** | | | **REF** | | **REM** | |
| **SUBJECT** | | | **LANGAUGE** | | |
|  | 4,  5  &  6 | LIVING TOGETHER IN EAST AFRICA | | | | DEMOCRACY | | | How democracy is practiced.  The role of the electoral commission. | | By the end of the lesson, pupil should be able to;  -Define democracy.  -Give the meaning of other types of government.  -Explain how democracy is exercised.  -Give the importance of democracy  -List the roles, persons, problems and solutions of the electoral commission. | | | Democracy  Citizenship  Electoral commission  Ballot paper  Ballot box  Returning officer  Presiding officer  Descent naturalization  Deportation  Dictatorship  Mornachical unitary | | | Meaning of democracy  -Give other types of governments.  Importance of democracy  -Roles of electoral commission in democracy.  -Problems of electoral commission.  -Types of citizenship roles and duties of citizens,  Rights of citizens | | | Whole class discussion  Guided discovery  Story telling. | | | Debate  Dictatorship vs democracy  Road textbooks  Open discussion  Structured notes | | | Debating respect of human rights  Practice of democracy  Expression  Good morals  Nationalism | | Charts  Textbooks  Resources persons | | | MK bk5-136-137, Comprehensive -5-123-136  Functional BK 5-180, sharing BK 5-123-133 | |  | |
| **9** | **1**  **,**  **2**  **&**  **3** | **RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT** | | | Environmental degradation | | By the end of the lesson learners should be able to;  -Discus the uses of the environment  -Outline the positive and negative environmental practices. | | | Environment  Surroundings  Conserve  Conservation  Degradation  Reclamation  Drainage  Deforestation  Afforestation  Agro-forestry | | | -Meaning of environment  -Components of environment  -Uses of environment  -Positive and negative environmental practices  -Results of each practice. | | | Debate  Whole class discussion  Role play  Guided discovery  Field trips. | | | Debate (The give away of Mabira forest to sugar for plantation)  Quiz-dangers of living in swampy areas.  Structures notes | | | Good morals  Peer resistance  -Defending one’s decision care for environment  Love for environment. | | Environmental handouts from wildlife.  Pictures  Charts  -Our environment. | | | Handouts from Wildlife. Comprehensive -4-97-105 | |  | |
|  | **4**  **,**  **5**  **&**  **6** | Environmental conservation | | By the end of the lesson, pupil should be able to;  -Demonstrate proper use of environment  -Demonstrate responsible living in the environment.  -Identify the causes of climatic changes  -Identify the consequences and solutions of irresponsible environmental behavior  -Discuss the means of managing waste in the environment | | | -do- | | | -Proper use of environment.  -Causes of climatic change  -Consequences and solutions of irresponsible environmental behavior.  -Methods of proper waste management | | | -do- | | | Brainstorming on how we irresponsibly deal with the environment, its consequences and coming out with solutions  Structured notes. | | | -do- | | Textbooks  Pictures  Charts  Our environment | | | -do- | |  | |