| WR | DD | TOPIC | | SUB TOPIC | | COMPETENCES |  | CONTENT | TECHNIQUES/  METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  | |  | | S**UBJECT** | LANGUAGE |  |  |
| 1 | 6 | **GOING THROUGH HOLIDAY WORK** | | | | | | | | | | | | |  |
| 2 | 1 | Common Markets in East Africa | Introduction | | Pupils ‘s should be able to;-   * Give the meaning of the term common market. * List the features of common markets. * Give reasons why countries need to cooperate. * State the conditions necessary for the success of common markets. * State how countries benefit. * Disadvantages of common markets | | The leaner write, pronounces, and spells the term stated in the introduction e.g.   * Labour * Capital * Enterprises * Common markets * Investment * Research * Economic * Dependence * Interdependence | * Features of common markets * Why countries need to co-operate * Conditions necessary for the success of common markets * How member countries benefit from common markets * Disadvantage of common markets | | Whole class discussion  Story telling | Writing structured notes  Answering oral questions through the question and answer technique | Clear pronunciation of terms  Sharing with others  Using appropriate language  Resolving issues without fighting | Chalk Board illustration | MK  Standard SST Bk6  Fountain SST for Uganda Bk6 |  |
|  | 2 | The East African Community | Background of EAC | | Learners at the end of the lesson should be able to:-   * Analyse the historical background of EAC * Name the first organizations formed before EAC * State how people benefited from the first organizations * Give information about the formation of the defunct EAC (1967 – 1977) | | The leaner writes correctly the in full first organizations formed before EAC i.e EACSO, EAHC | 1. East African Common Services Organization (EACSO)  * How the people benefited from EACSO. * East African High Commission (EAHC) * Function of the EAHC * The East African Community * Founder members | | Whole class discussion  Story telling | Naming the president of East Africa who formed the EAC  Naming the countries that and make up the EAC | * Appreciation * Working together Unity Respect | Chalk Board illustration | Fountain social studies for Uganda Bk6  MK standard SST Bk6  Comprehensive SST Bk6 |  |

SST SCHEME OF WORK FOR PRIMARY SIX TERM 1

| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  |  | S**UBJECT** | LANGUAGE |  |  | |  |  |  |  |  |
|  | 3 | Location of countries that formed the EAC.  The East African Community |  | Learners at the end of lesson should be able to:-  Define a latitude and longitude  Define northern and southern hemisphere  Name the five major circles of latitude  Locate the five major circles of latitude on a globe | The leaner spells, pronounces and writes the key words correctly i.e.   * Arctic circle * Tropic of cancer * Equator * Tropic of Capricorn * Antarctic circle * Hemisphere * Planet * Imaginary | Latitude  Northern hemisphere  Southern hemisphere  This is the angular distance of a place north or south of the Equator  They are sometimes called parallels   * Northern hemisphere * Southern hemisphere * The five major circles of latitude:-   A diagram of a globe showing the five major circles of latitude | | Whole class discussion  Train stormiest  Question and answer | Writing structured hotes  Writing structured notes  Answering oral. | Appreciation  Giving accurate information  Clear pronunciation | Chalk Board illustration  Chalk Board illustration | Chalk Board illustration  Fountain SST for Uganda Bk6  MK stand and SST Bk6  Functional SST Bk6 |  |
|  | 4  4  5 |  |  | Give the meaning of the term longitude  Name the longitude marked   1. Oº 2. 180º   Calculate time of a given longitude West/East of the Greenhill | * Longitude * Rotation * Revolution * Hemisphere | Longitude   * Importance of longitude * Diagram of a globe showing longitude * Rotation * Time zones * Calculating time of a given place from the Greenhill | | Whole discussion  Brain storming | Writing structured notes | Clear spelling and pronunciation of terms | Chalk board illustration | Fountain SST for Uganda Bk6  Mk Stand and SST Bk6  Functional SST Bk6 |  |
| 3 | 1 | The East African Community | Location of East Africa | At the end of the lesson, learners should be able to:-  Locate East Africa using latitudes and longitudes  Locate East Africa on the map of Africa  Name the landlocked countries in and neighboring East Africa  State how Uganda and other neighboring landlocked countries benefit from Port Mombasa and Dar-es-salaam | The learner pronounces and writes correctly the different East African Community countries. | Location of East Africa using latitudes and longitudes  A map showing East Africa on the map of Africa  A landlocked country Uganda and other countries neighboring East Africa which are also landlocked.  Problems faced by landlocked countries  Other countries in Africa that use Port Mombasa & Dar-es- salaam  Capital cities of East African and neighboring countries | | Whole class discussion  Brain storming | Describing the position of East Africa using latitude and longitudes  Using a map of East Africa to name countries that formed the EAC long ago. | Giving accurate information  Clear pronunciation of terms  Sharing with others  Solidarity. | A chart showing member countries of EAC  Chalk board illustration | SST Atlas  Fountain SST Bk6  MK stand and SST Bk6  Functional SST Bk6 |  |
|  | 3 |  | Location of East Africa | Learners at the end of the lesson should be able to:-  List the capital cities of East African countries and their neighbours | The learner spells, pronounces the capital cities of East African countries and their neighbours | Capital cities of East African countries & neighbours  A map showing East Africa and neighbouring countries  Countries that share border with East African countries | | Class discussion | Listing countries of East Africa, borders and capital cities.  Writing structured notes | Giving accurate information  Sharing with others  Working together | Chalk board illustration  A map showing countries which make up EAC and bordering countries | MK standard SST Bk6  Fountain SST Bk6  Functional SST Bk6 |  |
|  | 4 |  | Member countries of EAC | Learners at the end of the lesson should be able to:-  Name the body that united the EAC countries between 1967-1977  Name the personalities behind the formation of the former EAC  List the secretary generals of the former EAC | Learner pronounces and spells the personalities who led to the formation of EAC | The East African Community  Founder members of the defunct EAC  Secretary generals of the defunct | | Class discussion  Story telling  Brain storming | Writing structured notes | Appreciation working together  Using appropriate language | Chalk board illustration | MK stand and SST Bk6  Fountain SST Bk6 |  |
|  | 5 |  | Institutions run by the EAC | Give examples of institution/departments that formed the EAC and the services each provided | The learner pronounces spells and reads the key works correctly e.g.   * Veterinary * Forestry-harbours * Civil Aviation * Librarianship * Commerce and trade Court of Appeal | Departments/Institution of the EAC e.g.   1. East African Examination council 2. East African Railways & harbours 3. East African school of civil Aviation 4. East African legislative Assembly 5. East African Air ways 6. East African income tax department etc. | | Class discussion  Story telling | Writing structured notes  Discussing the department that formed EAC and the role played by each. | Unity  Working together  Sharing with others  Giving accurate information | Chalk board illustration | Functional SST Bk6  Comprehensive SST for P6. |  |

| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  |  | S**UBJECT** | LANGUAGE |  |  | |  |  |  |  |  |
| 4 | 1 | The east African Community | Collapse of the defunct EAC- 1977 | Learners at the end of the lesson should be able to:-  Give reasons why the EAC collapsed  List the departments which remained jointly run by the three EAST African countries after the collapsed of EAC  Give the background of the revived EAC  Name the East African presidents who revived the EAC | The learners names, spells and pronounces the presidents of East African Countries who revived the EAC | Reasons for the collapsed of the formed East African Community  Institutes which remained jointly shared by the East African Countries after the collapsed of EAC  East African heads of state (presidents) who signed the agreement for the revival of the East African Community (EAC). | | Story telling  Discussion  Question and answer | Discussing the personalities involved benefits & how they contribute to the harmony of EAC  Writing structured notes | Working together  Sharing with others | Chalk board illustration | M/C |  |
|  | 2 |  | Revived East African Community | Learners should be able to:-  1). List countries that make up the revived EAC  2). Draw and show flags and coat of Arms of EAC member countries  Give reasons for the revival of EAC | Pronounces and writes correctly the different East Africa Community  East African Community  Member countries i.e. Uganda Kenya, Tanzania, Rwanda, Burundi. | (1). Countries that make up the EAC  (2) Flags and coat of Arms of EAC member states  (3) Reasons for the revival of the EAC | | Discussion  Question and answer  Story telling | Drawing an accurate map of East Africa showing sister countries | Resolving issues without fighting  Working together  Using appropriate language | A chart showing EAC member countries  Chalk board illustration |  |  |
|  |  |  | Organs of the EAC and their roles | Learners at the end of the lesson should be able to:-  List the organs/institutions of the East African community and their roles | The learner pronounces and spells the key words e.g.   * Summit * Secretariat * Foreign Affair * Secretary general   The learner names, spells the secretary generals of EAC after its revival | Organs of the East African Community.   1. Summit 2. Council of ministers 3. Secretariat 4. East African Legislative assembly (EALA) 5. East African Court of Justice (EACJ)   Roles of each organ  Secretary generals of EAC after its revival | | Discussion  Brain storming | Writing structured notes  Discussing the organs and roles of each organ of EAC | Working together  Resolving issues without fighting  Trust unity | Chalk board illustration | MK standard SST Bk6  Fountain SST Bk6  Functional SST Bk6 |  |

| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | | ACTIVITIES | | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  |  | S**UBJECT** | LANGUAGE |  |  | | |  | |  |  |  |  |
|  | 4 | East African Community | Common market for eastern and Southern African | Learners at the end of the lesson should be able to:-  Give the background information about COMESA.  State why it was called a preferential trade area.  List the objectives of PTA.  List COMESA member states on a given map  Outline the challenges of COMESA | The learner spells and reads the key words e.g.   * Preferential * Objectives * Challenges * Science & technology * Trade barriers * Eliminate * Over dependence * implement | 1. Background of COMESA   Objectives and aims of COMESA  A map showing location of COMESA member states  Problems affecting operation of COMESA | | | Class discussion  Brain storming | | Writing structured notes  Discussing the aims of COMESA  Discussing the challenges of COMESA | Working together  Giving accurate information  Appreciation | Chalk board illustration | Fountain SST Bk6  MK standard SST Bk6  Functional SST Bk6 |  |
|  | 5 | East African Community (EAC) | The people of East Africa | Learners at the end of the lesson should be able to:-  List the sources of information (history) about the people of East Africa  State how each source is used to get information  Define words like archaeology and excavation | The learners spell and pronounce key words e.g.   * Archeology * Excavation * Oral literature * Anthropology * Fossils * Archaeologist | Sources of information (history) about the people of East Africa.  What archaeologists look for  What archaeologists excavate  Examples of famous archaeologists in East Africa.  Why Dr. Louis S.B Leakey is remembered in the history of East Africa  Archaeological findings & settlements in East Africa. | | | Class discussions  Brain storming  Story telling | | Discussing the various sources of history  Writing structured notes | Appreciation  Cooperation  Sharing with others  Unity | Chalk board illustration | Fountain SST Bk6  Mk Standard and SST Bk6 |  |
| 5 | 1 |  | Stone age period | Give the meaning of stone age  Give examples of tools that early man made out of stones  Make drawings of some tools used by early man & ante facts | The learners spells & write the key words e.g.   * Stone age * Knives * Spears * Cleavers * Fossils * Artefacts | Stoneage a definition  Examples of tools made by early man  Examples of antefacts & fossils discovered by archaeologist at archaeological sites | | | Story telling  Class discussion  Brain storming | | Writing structured notes | Clear pronunciation  Solidarity | Chalk board illustration | Comprehensive SST Bk6 |  |
| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | | TECHNIQUES  /METHODS | | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
|  |  |  |  | S**UBJECT** | LANGUAGE |  | |  | | |  |  |  |  |  |
|  | 2 |  | Stoneage | Learners at the end of the lesson should be able to:-   * List the stages of stone age period * List the features in each period * Identify the importance of some discoveries made in stone age period | The learner spells, reads and explains some key words | Stages of stone age  How early man got food in early stone age  Major discovery that marked the end of old stone age  Middle stone age period   * Major discovery * Importance of fire to early man * How dogs were useful to early man * New stone age * Changes in the new stone age * Discovery that marked the end of stone age | | | Discussion  Story telling | | Writing structured notes  Discussing the importance of some things to early man e.g. dogs and fire. | Clear pronunciation of terms  Respects | Chalk board illustration | Fountain SST Bk6  MK standard SST Bk6  Comprehensive SST |  |
|  | 3 |  | Iron | To name the people who first introduced iron working in Uganda  State how the discovery of iron was important to early man  List examples of tools made by man out iron  List examples of early man’s sites in EA | The learner heads, spells and explains the key words e.g. Arrows, spears, hoes, Fossils | * The iron age period * Importance of iron discovery * Examples of tools made out of iron * Main sites in East Africa * A map showing stone age site in East Africa * Importance of early human sites and settlements. | | | Story telling  Brain storming | | Spelling and explaining the key words.  Writing structured notes | Appreciation  Sharing  Respect | Chalk board illustration | Mk. Standard SST Bk6  Fountain SST for Uganda Bk6 |  |
|  | 4 | East African Community | Major Ethic groups in East Africa | Most learners at the end of the lesson should be able to:-   * Define an Ethnic group * Give examples of Ethnic groups in East Africa * Give reasons why people migrated long | The learner spells and pronounces some key words   * Ethnic groups * Migrate * Cradle land * Migration | Ethnic group-definition  Examples of Ethnic groups in East Africa  Reasons why people migrated long ago | | | Discussion  Story telling  Brain storming | | Writing structured notes and discussing reasons why people migrated long ago. | Respect  Sharing  Appreciation | Chalk board illustration | Fountain SST Bk6  MK Standard Bk6 |  |

| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  |  | S**UBJECT** | LANGUAGE |  |  | |  |  |  |  |  |
|  | 5 |  | Bantu | Define Bantu  State the origin of Bantu Ethnic group  Give the groups (classifications) of Bantu with examples from each | * Source * Classification * Origin | Who are the Bantu  Where they originated from  Four sub groups of Bantu i.e.  Western Bantu, Central and Southern Bantu, Central Bantu, Central Bantu  Examples of Bantu tribes from each group | | Questions and answer  Discussion | Answering oral questions in reference from what they learn about Bantu in P.5 | Working together  Appreciation  Sharing with others | Chalk board illustration | MK standard SST Bk6  Fountain SST Bk6  Comprehensive SST BK6 |  |
| 6 | 1 | East  African Community | Bantu settlement  in East Africa | Most learners at the end of the lesson should be able to:-  Give the meaning of interlucustrine region  State reasons why Bantu people chose to settle in areas where they settled show the settlement patterns of Bantu people in East Africa | Learners read, spell and explain the meaning of key words e.g.   * Interlucustrine * Search for settlement * Favourable | Meaning of interlucustrine region  Why some bantu choose to settle around great lakes and others around mountains and highlands  A map showing Bantu people in East Africa  Reasons for Bantu migration  Effects of Bantu migration in East Africa | | Class discussion  Story telling | Writing structured notes  Discussing the reasons why Bantu migrated and effects of their migration | Sharing  Appreciation  Solidarity | Chalk board illustration  A map showing Bantu settlements in East Africa | Mk. Standard SST Bk6  Fountain SST for Uganda Bk6 |  |
|  | 2 |  | Nilotes  River-lake  Nilotes | State the groups of the Nilotes people in East Africa.  State the origin of River-Lake Nilotes | Learners read, spell and explain the key words e.g.   * Occupation * Dispersal * Settlement | River – Lake Nilotes   * Origin * Examples of River Lake Nilotes in Uganda * Their first settlement and dispersal area in Uganda. | | Story telling  Class discussion | Writing structured notes | Clear pronunciation of terms  Sharing | A map showing ethnic groups in East Africa | SST Atlas  Fountain SST Bk6 |  |
|  | 3 |  |  | State the main occupation of River-Lake Nilotes  List examples of River-Lake Nilotes in Uganda |  | * Different groups of river-lake Nilotes after their dispersal * Component of each group & final destination | | Class discussion | Writing structured notes | Sharing  Unit | Chalk board illustration | SST Atlas  Fountain SST Bk6 |  |
|  | 4 |  | Plain Nilotes  Highland Nilotes INilo-Hamites) | Most learners at the end of the lesson should be able to:-  State the origin and settlement of plain Nilotes in East Africa  State the origin of the Nilo-hamites and their settlement areas in East Africa.  Give examples of highland Nilotes tribes in East Africa | * Origin * Home land * Cradleland * Tribe | Origin of the plain Nilotes & their settlement in East Africa  Plain Nilotes   1. Uganda 2. Kenya 3. Tanzania   Origin of the Highland Nilotes (Nile-Hamites)  Their settlement areas in East Africa  Examples of Highland Nilotes tribes in East Africa. | | Story telling  Class discussion  Brain storming | Discussing the origin of various ethnic groups in East Africa | Sharing with others  Respect  Unit | Chalk board illustration | SST Atlas  Fountain SST Uganda Bk6  Comprehensive SST Bk6 |  |
|  | 5 |  | Cushites | Learners at the end of the lesson should be able to:-  State the origin of the cushites  Identify areas where the cushite tribes are found in East Africa.  Give examples of Cushitic tribes in East Africa. | The learner pronounces, reads and spells the key words i.e.   * Cushites * Cushitic tribes | Location of cushites in East Africa   * Their main activity * Examples of cushite tribes in East Africa | | Question & answer  Brain storming | Writing structural notes | Appreciation  Unity  Solidarity | Chalk board illustration | Fountain SST for Uganda Bk6  SST Atlas  MK standard SST Bk6 |  |
| 7 | 1 |  | Political organization of Ethnic groups | State how people were politically organized  Outline the characteristics of kingdoms  State the advantages and disadvantages of kingdoms | The learner writes, spells and explains the meaning of key words e.g. kingdoms, chiefdoms, clan leaders, council of leaders, hereditary rule | Political organizations of Ethnic groups.  Characteristics of kingdoms/hereditary rule  Advantages of kingdoms  Disadvantages of kingdoms  Categories of political organizations used in East Africa.  Examples of centralized societies and titles given to their rulers. | | Class discussion  Story telling | Discussing  the advantages and disadvantages of hereditary rule  Writing structured notes | Appreciation  Working together | Chalk board illustration | Fountain SST for Uganda Bk6  Functional SST Bk6 |  |
|  | 2 |  | Buganda | Learners at the end of the lesson should be able to:-  State reasons for the rise & expansion of Buganda kingdom  State how important the Kabaka was | The learner reads, spells and explains correctly the meaning of key words i.e.   * Centralized * System * Monarchy * Strategic * Conflict * Agriculture | Reasons for the rise & expansion of Buganda kingdom  How important the Kabaka is/was | | Class discussion  Story telling | Writing structured notes  Discussing the reasons for the growth & expansion of Buganda kingdom | Clear pronunciation of terms  Sharing with others  Respect | Chalk board illustration | MK  Standard SST Bk6 |  |

| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  |  | S**UBJECT** | LANGUAGE |  |  | | |  |  |  |  |  |
|  | 3 |  | Wanyamwezi | State the title given to the head of the Eanyamwezi Outline the duties of Ntemi  State where abawanga are found in EA  List the responsibilities of their chief | Consult  Appoint | Reasons for the rise and expansion of Buganda kingdom  How important the kabaka is/was  Title given to the leader of Wanga kingdom  Duties of Ntemi  Title given to the leader of Wanga kingdom  Responsibilities | | | Class discussion  Story telling | Writing structured notes  Discussing the reasons for the growth & expansion of Buganda kingdom | Clear pronunciation of terms  Sharing with others  Respect | Chalk board illustration | MK standard SST Bk6  Fountain SST Bk6 |  |
|  | 4 |  | Decentralized societies | Learners at the end of the lesson should be able to:-  Give the meaning of decentralized societies give examples of decentralized societies in East Africa | Pronouncing and spelling the key words | Decentralized societies  Examples of decentralized societies in East Africa | | | Class discussion | Writing structured notes | Clear pronunciation  Sharing with others | Chalk board illustration | Fountain SST for Uganda Bk6 |  |
|  | 5 |  | Social organizations, cultures customs & their importance | By the end of the lesson, learners should be able to;-  -Describe social organizations  -Describe traditional education | Reading & spelling the key words e.g. beliefs, taboos, initiation ceremonies, morals | Social organizations, cultures, customs, & their importance  Traditional education  Instructions received by children  Training for girls  Training boys | | | Brain storming | Writing structured notes | Appreciation  Using appropriate language | Chalk board illustration | MK  Standard SST Bk6  Fountain SST Bk6 |  |
| 8 | 1 |  | Customs | To define customs  Give the importance of customs  State how customs influence behavior & culture  Outline the importance of culture & customs | * Customs * Ceremonies * Culture | * Customs-definition * How customs influence the behavior & ways of life of people * Importance of culture & customs to the people | | | Class discussion | Discussing the importance of culture & customs | Clear pronunciation of word illustration | Comprehensive SST Bk6 |  |  |
| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
|  |  |  |  | S**UBJECT** | LANGUAGE |  | | |  |  |  |  |  |  |
|  | 2 |  | Migration | Learners at the end of lesson should be able to:-   * Outline the reasons for migrations of people into East Africa. * List the effects of migrations in East Africa | * Conflicts * Intermarriage * Inhabitants * Overstocking * Depopulation | * Reasons for migrations into East Africa * Effects of migrations in East Africa | | | Class discussion  Question & answer | Discussing the reason for migrations into EA | Sharing  Respect | Chalk board illustration | Fountain SST for Uganda Bk6  Mk standard SST Bk6 |  |
| 3 | 3 |  | Long distance trade | Most learners at the end of the lesson should be able to:-  List the most famous long distance traders in EA  Give examples of trade items during long distance trade. | * The learner spell & pronounces the key words correctly & barter trade | * Long distance trade definition * Most famous long distance traders in E.A * Trade items Africans got during long distance trade * Items they were exchanged with * How it was carried out | | | Story telling  Class discussion | Writing  structure d  notes | Giving  Accurate information  Sharing with others | Chalk board illustration | Comprehensive SST Bk6  Etc. |  |
|  | 4 | East  African Community | Slave trade | Learners at the end of the lesson should be able to:-  Define slave trade  Give examples of notorious slave traders in E.A  List the methods used to acquire slaves in E.A | * Notorious * Slave trade   The learner writes and pronounces the key words correctly | * Examples of notorious slave traders in E.A. * Methods used to acquire slaves in E.A * Major slave markets in East Africa * Major slaves markets in East Africa * Consequences/Effects of long distance trade | | | Story telling  Discussion | Discussing the effects of slave trade  Writing structured  notes | Clear pronunciation of terms  Sharing with others | Chalk board illustration | Fountain SST for Ug. Bk6  Mk Standard SST Bk6 |  |
|  | 5 |  | Population East Africa | Learners at the end of the lesson should be able to:-  Define population & other common terms under population | * The learner reads, spells and the explains their meanings. | * Population * Population distribution * Population structure * Population explosion * Population growth * Over population * Dense population * Even population * Population density * How to calculate population density. | | | Class discussion | Discussing the meaning of the commonly used in population | Giving  accurate information  appreciation | Chalk board illustration | Comprehensive SST Bk6 |  |
| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
|  |  |  |  | S**UBJECT** | LANGUAGE |  | | |  |  |  |  |  |  |
|  | 1 |  |  | Population census | By the end of the lesson should be able to:-  Define populating census state reasons why the government conducts national population census  State the most densely populated areas in E.A  State the most sparsely populated areas in EA | * Population census * Reasons why the government conducts national population census * List the most densely populated areas East Africa * State the most sparsely populated areas in East Africa. | | | Class discussion  Brain storming | Discussing the reason why the government conducts national population census | Clear pronunciation of terms  Respect  Appreciation | Chalk board illustration | Fountain SST for Uganda Bk6  Functional SST Bk6 |  |
|  | 2 |  | Factors influence population distribution | Learners at the end of lesson should be able to:-  List the factors that influence population distribution and how they do | Moderate relief  Urbanization  Drainage  Economic factors  Immigration  Resource distribution | Factors that influence population distribution  How the above mentioned factors influence population distribution | | | Brain storming | Discussing how the given factors influence population distribution | Giving  Accurate information | Chalk board illustration | Comprehensive SST Bk6 |  |
|  | 3 |  | Population | Learners at the end of the lesson should be able to:-  Define migration  List the causes of migration | The learner spells, reads and pronounces the key words | Defining terms like migration, immigration, Emigration  Causes of migration | | | Class discussion | Discussing the causes of migration | Clear pronunciation of words  Sharing with others | Chalk board illustration | Comprehensive SST Bk6  Fountain SST Bk6 |  |
|  | 4 |  | Population growth | Learners at the end of the lesson should be able to:-  Define population growth  State the factors that lead to high population growth  List the advantages of high population identify the disadvantages of low population | The learner spells and uses the key words correctly.  Birth control  Birth rate fertility rate  Over exploitation  Teenage pregnancies  Natural disasters | Population growth factors leading the high population growth  Disadvantages/problems of high population growth  Advantages of high population  Disadvantages of low population | | | Brain storming  Class discussion | Discussing the factors leading to high population growth, problems of high population growth, advantages and disadvantages of high and low population | Appreciation  Working together  Trust | Chalk board illustration | MK standard SST Bk6  Fountain SST for Uganda Bk6 |  |

| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
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|  |  |  |  | S**UBJECT** | LANGUAGE |  | |  |  |  |  |  |  |
|  | 5 |  | Population | Learners at the end of lesson should be able to:-  Suggest solutions to population problems  List factors that influence settlement in East Africa | The learners spell, writes and uses key words.   * Polygamy * Early marriages * Fertility rate * Birthrate | Solutions to population problems  Factors that influence settlement in East Africa | | Question & answer  Class discussion | Writing structured notes  Discussing the factors that influence settlement in East Africa | Clear pronunciation of words  Appreciation | Chalk board illustration | Fountain SST Bk6  Functional SST Bk6 |  |
| 10 | 1 | East Africa Community | Groups of foreigners who came to East Africa | Learners at the end of the lesson should be able to:-  List the groups of foreigners who came to East Africa.  State reasons why Arabs came to EA. | The learners spells, pronounces and uses the key words correctly.   * Dhows * Monsoon winds * Missionaries * Explorers * Foreigners | Groups of foreigners who came to EA.  How Arabs came to East Africa.  Reasons why Arabs and Persians came to East Africa | | Story telling  Class discussion | Discussing the coming of the Arabs in East Africa.  Writing structured notes | Working together  Clear pronunciation of words  Appreciation | Chalk board illustration | Foundation SST for Uganda Bk6  Comprehensive SST Bk6 |  |
|  | 2 |  | Arabs | Learners at the end of the lesson should be able to:-  Define barter trade  List the trade items Arabs brought to E.A | The learners writes, spells and uses the key words correctly | Barter trade  Trade items Arabs brought to East Africa & their sources  Items Arabs got from East Africa. | | Discussion  Brain Storming | Writing structured notes | Sharing  Respect | Chalk board illustration | Foundation SST for Uganda Bk6  Comprehensive SST Bk6 |  |
|  | 3 |  | Arabs  Persians | Learners at the end of the lesson should be able to:-  State the effects of Arabs and Persian settlement at the coast  List the main salve markets in East Africa  State the effects of slave trade to the people of EA | The learner writes, spells and uses the key words correctly e.g.   * Barter trade * Cowrie shells * Medium of exchange * Slave market * Interior * Coastal | Results of Arabs and Persian settlement at the cost  Main slave markets/centres in East Africa.  Effects of slave trade to the people of East Africa | | Story telling  Class discussion  Question and  answer | Discussing the effects of slave trade in EA  Writing structures notes | Giving accurate information  Sharing with others | Chalk  Board illustration | Fountain SST for Uganda Bk6 |  |
| WR | DD | TOPIC | SUB TOPIC | COMPETENCES |  | CONTENT | TECHNIQUES  /METHODS | | ACTIVITIES | LIFE SKILLS AC/VALVES | T/L AIDS | REF | RMKS |
|  |  |  |  | S**UBJECT** | LANGUAGE |  | |  |  |  |  |  |  |
|  | 4 | East African Community | Abolition of slave trade | Learners at the end of lesson should be able to:-  State the various steps taken to abolish slave trade in East Africa  Outline the factors which made slave trade difficult to control  List the factors that led to abolition of slave trade | The learners read, pronounce, spell and write the key words correctly i.e.   * Abolition * Unlawful * Oppression * Navy * Abolitionist * Profitable | Various steps taken to abolish slave trade in East Africa  Factors which made slave trade difficult to control  Factors that led to abolition of slave trade | | Class discussion  Story telling | Writing structured notes  Discussing the steps taken to abolish slave trade in East Africa. | Clear pronunciation of words  Sharing with others  Appreciation | Chalk board illustration | Fountain SST for Uganda  Functional  SST Bk6 |  |
|  | 5 |  | Treaties that abolished slave trade & slavery in EA and the terms of each treaty | To list the various treaties that were signed to abolish slave trade and the terms of each | The learner spells and writes the key words correctly | Treaties that led to abolition of slave trade in East Africa and their terms.  (i). Moresby treaty  (ii). Hamerton treaty  (iii). Frere treaty  (iv) Signatories of each  treaty.  Effects of the abolition of slave trade | | Story telling  Brain storming  Class discussion | Discussing various treaties that led to abolition of salve trade in EA | Appreciation  Respect  Sharing with others | Chalk board illustration | Fountain SST for Uganda Bk6  Functional SST Bk6 |  |
|  | 1&2 | East African Community | Different religions of East Africa | Learners at the end of the lesson should be able to:-  State the religions found in East Africa  Give the meaning of missionary  Outline the contributions of the missionaries in EA | Missionary  Religions | Religion found in East Africa  Missionaries in East Africa  Meaning of missionary  Achievements of the missionaries in EA  Why missionaries introduced formal education  Challenges experienced by different missionaries in EA. | | Discussion | Discussion the coming of the missionaries in EA | Sharing  Appreciation | Chalk board illustration | Fountain SST for Uganda Bk6  Functional SST Bk6 |  |