

# PRIMARY SIX SST SCHEME OF WORK TERM III - 2023

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WK	PD	TOPIC	SUB – TOPIC	CONTENT	COMPETENCES	METHODS	ACTIVITIES	SKILLS AND VALUES	I/M	REF	REM
1	1 & 2	The road to independence	Colonial period	<ul style="list-style-type: none"> <li>- Explorers</li> <li>- Who they were</li> <li>- Why they came to East Africa</li> <li>- Challenges they faced and contributions</li> <li>- Missionaries</li> <li>- Who they were</li> <li>- Why they came to East Africa</li> <li>- Challenges they faced and contributions</li> <li>- Colonialists</li> <li>- Who they were</li> <li>- Why they came to East Africa</li> <li>- Examples of colonialists</li> <li>- Positive and negative effects of colonialists</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner explains who the colonialists were</li> <li>- States reasons why colonialists came to E. Africa</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads, pronounces and uses these words correctly</li> <li>a. colonialists</li> <li>b. administrators</li> </ul>	Guided discussion Story telling	<ul style="list-style-type: none"> <li>- Identifying different foreigners who came to E.A</li> <li>- Explaining the purpose of their coming</li> <li>- Debating their contributions</li> <li>- Discussing the effects of the coming of foreigners</li> <li>- Drawing maps showing journeys of different foreigners.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Honesty</li> </ul>	Atlases	Mk BK 6 pg. 126  Fountain pg. 129	
	3 & 4		Establishment of colonial rule in E. Africa	<ul style="list-style-type: none"> <li>- Scramble and partition of East Africa</li> <li>- The meaning of scramble and partition</li> <li>- Countries that participated in</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner explains the meaning of scramble and partition</li> <li>- The learner lists the countries that participated in the scramble and partition of E.A</li> </ul> <b>Language</b>	Guided discussion Brain storming	<ul style="list-style-type: none"> <li>- naming countries which participate scramble and partition</li> </ul>	<ul style="list-style-type: none"> <li>- effective communication</li> <li>- critical thinking</li> <li>- respect</li> <li>- honesty</li> </ul>	atlases		

				the scramble - Reasons for the scramble and partition of East Africa	The learner reads, pronounces and uses these words correctly - Scramble - Partition						
	5 & 6		-do-	- Ways /means Europeans used to acquire colonies - The Berlin conference - Why the Berlin Conference was held - Outcomes of the Berlin Conference	<b>Subject</b> - The learner states ways how Europeans acquired colonies - The learner explains why the Berlin conference was held <b>Language</b> - The learner reads and uses these words correctly - Berlin - Acquire - Conference	Discussion Brain storming	- Explaining why the Berlin conference was held	- Effective communication honesty	- chalk board illustration	Mk BK 6 pg. 126	
2	1 & 2		-do-	- Treaties which were signed to partition East Africa a. Anglo – German Agreement (1886) - Outcomes of this agreement b)Anglo German Agreement of 1890(heligoland) treaty - Outcome of this agreement	<b>Subject</b> - The learner names treaties/agreements which were signed to partition E. Africa <b>Language</b> - The learner reads and uses the following words correctly - Sultan, Islands, signed	Discussion Guided discovery	- Naming the outcomes of the treaties	- Critical thinking - Respect - Honesty	- Map of E. Africa showing the partition of E. Africa	Mk BK 6 pg. 127	
	3 & 4		Colonial policies of	a. <b>Direct rule</b> - Where it was used	<b>Subject</b> - The learner explains the meaning of direct rule and	Brain storming Discussion	- Explaining the process of colonial	- Effective communication	- Map showing		

			Administ ration	<ul style="list-style-type: none"> <li>- Why it was used</li> <li>- Which European country/powers used it</li> </ul> <b>b. Assimilation method</b> <ul style="list-style-type: none"> <li>- Where it was used</li> <li>- How it was applied</li> <li>- Which European power used it</li> </ul>	assimilation rule The learner explains how direct rule and assimilation rule was applied. The learner gives reasons why indirect rule was used		rule in east africa	Honesty	countri es where indirect rules was used	Mk BK 6 pg. 127 – 128	
3	1 & 2		German rule in E. Africa	<ul style="list-style-type: none"> <li>- German rule in E. Africa</li> <li>- Their area of influence</li> <li>- Changes made by the German in Tanganyika</li> <li>- Why Germans were hated by the people of Tanganyika</li> <li>- How German rule ended in Tanganyika</li> </ul>	<b>Subject</b> The learner names the changes made by the Germans in Tanganyika The learner explains how German rule ended in Tanganyika <b>Language</b> The learner reads and uses these words correctly Company, korogwe taxes	Guided discovery Discussion Brain storming	drawing the map of the area which was colonized by the Germans	critical thinking effective communication obedience	map showing German y's area of influence slides	Fountain bk 6 pg 132	
	3 & 4		Tanganyika under the British	<b>Tanganyika under the British</b> <ul style="list-style-type: none"> <li>- How the British took over Tanganyika</li> <li>- The meaning of mandate territory and Trustee territory</li> <li>- British governors in Tanganyika</li> <li>- The formation of</li> </ul>	<b>Subject</b> The learner explains the meaning of mandate and trustee territories Name the British governors of Tanganyika <b>Language</b> The learner reads and uses these words correctly Trustee Territory Mandate	Discussion Brain storming Guided discovery	naming British governors in Tanganyika state why the LEGCo was formed in Tanganyika	effective communication honesty obedience	chalkboard illustration slides	Mk pg. 130	

				the LEGCo in Tanganyika	- league						
	5 & 6		Colonial rule in Kenya	<b>Colonial rule in Kenya</b> <ul style="list-style-type: none"> <li>- Way in which the British introduced their rule in Kenya</li> <li>- Societies on which the British used force</li> <li>- Some examples of collaborators in Kenya</li> <li>- Some of the British commissioners in Kenya</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner mentions the methods used by the British to introduce their rule in Kenya</li> <li>- The learner mentions the British commissioners in Kenya</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Collaborators</li> <li>- Commissioners</li> <li>- protectorate</li> </ul>	Discussion Questions and answers	- identifying some collaborators and British commissioner	- Effective communication - Honesty	- Chalkboard illustration	Mk pg 132	
				<b>Legco in Kenya</b> <ul style="list-style-type: none"> <li>- Why it was formed</li> <li>- First Africans to be nominated on the LEGCO in Kenya</li> <li>- Important social, economic and political developments in Kenya during the British rule.</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states why the LEGCO was formed</li> <li>- The learner points out some of the development made by the British in Kenya</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Discrimination</li> <li>- Nomination</li> </ul>	Discussion Brain storming	- identifying the changes that were introduced by the British in Kenya	- Critical thinking - Effective communication - Honesty - Obedience	- Slides - Chalkboard illustrations	Mk pg. 132	
			Rebellion by people of E. Africa against colonial rule	<b>Rebellions</b> <ul style="list-style-type: none"> <li>- Definition of a rebellion</li> <li>- Maji maji rebellion</li> <li>- Where it was staged</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learners mention where maji maji rebellion took place</li> <li>- The learner states the causes and results of maji maji rebellion</li> </ul> <b>Language</b>	Discussion Brain storming Projection	- discussing the causes and results of maji maji rebellion	- Effective communication - Honesty	- Chalkboard illustration	Fountain Pg 155	

				<ul style="list-style-type: none"> <li>- People who were involved why it was staged</li> <li>- Results of maji maji rebellion</li> </ul>	<ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Harsh</li> <li>- Famine</li> <li>- Exploitation</li> <li>- fertile</li> </ul>						
			-do-	<b>Abushiri's revolt</b> <ul style="list-style-type: none"> <li>- Where it took place</li> <li>- People involved in the war</li> <li>- Causes of the revolt</li> <li>- Effects of the revolt</li> </ul> <b>Hehe rebellion</b> <ul style="list-style-type: none"> <li>- Causes and results</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states the causes and effects of abushiri's revolt</li> <li>- The learner identifies where the Abushiri's revolt took place</li> </ul>	Discussion Brain storming	- Discussing the causes and effects of Abushiri's revolt	- Effective communication honesty	- Chalkboard illustrations	Mk Pg. 136	
				<b>Mau Mau rebellion</b> <ul style="list-style-type: none"> <li>- What Mau Mau stands for</li> <li>- Where it took place</li> <li>- Leaders of the rebellion</li> <li>- Societies involved in the rebellion</li> <li>- Causes of the rebellion</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states the leaders of Mau Mau rebellion</li> <li>- The learner discusses the causes of Mau Mau rebellion</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Segregation</li> <li>- Wages</li> <li>- Independence</li> </ul>	-Guided discussion Questions and answer	- Discussing the causes of Mau Mau rebellion	- Critical thinking Honesty	- Atlases slides	Mk pg 138 Fountain Pg 157	
	3 & 4			<ul style="list-style-type: none"> <li>- Effects of Mau Mau rebellion</li> <li>- Reasons why Mau mau rebellion took long to end</li> </ul> <b>Nandi resistance</b>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states the effects of Mau Mau rebellion</li> <li>- The learner discusses the causes of Nandi rebellion</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses</li> </ul>	-guided Discussion Questions and answer	- Discussing the effects of Mau Mau rebellions	- Effective communication Critical thinking Honesty	- Chalkboard illustration	Mk Pg 139	

				<ul style="list-style-type: none"> <li>- Causes and effects</li> </ul>	<ul style="list-style-type: none"> <li>- these words correctly</li> <li>- Commander</li> <li>- Army</li> <li>- Suggestions</li> <li>- Experience</li> </ul>						
				<p><b>Nyangire rebellion</b></p> <ul style="list-style-type: none"> <li>- Where it was staged</li> <li>- Why it was staged</li> <li>- Its results</li> </ul> <p><b>Lamogi rebellion</b></p> <ul style="list-style-type: none"> <li>- Where it was staged</li> <li>- Why it was staged</li> <li>- Results of the rebellion</li> </ul> <p><b>Sudanese mutiny</b></p> <ul style="list-style-type: none"> <li>- Definition of a mutiny</li> <li>- Causes of the Sudanese mutiny</li> <li>- Results</li> </ul>	<p><b>Subject</b></p> <ul style="list-style-type: none"> <li>- The learner states the causes and results of nyangire rebellion</li> <li>- The learner states the causes and results of Lamogi rebellion</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Confirmed</li> <li>- Irregular</li> <li>- Registration</li> <li>- mutiny</li> </ul>	Discussion Questions and answer Guided discovery	<ul style="list-style-type: none"> <li>- discussing the causes and results of the given rebellion</li> </ul>	<ul style="list-style-type: none"> <li>- effective communication</li> <li>- critical thinking</li> <li>- respect</li> <li>- obedience</li> </ul>	chalkboard illustration	Mk Pg. 140	
				<p><b>Reasons why African's resistance to colonial rule failed</b></p> <ul style="list-style-type: none"> <li>- Examples of traditional leaders who resisted colonial rule</li> <li>- Examples of collaborators in a. Uganda</li> </ul>	<p><b>Subject</b></p> <ul style="list-style-type: none"> <li>- The learner states reasons why Africans failed to resist colonial rule</li> <li>- State examples of resisters and collaborators in East Africa</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Famous</li> <li>- Strengthen</li> <li>- Resistance</li> </ul>	Discussion Guided discovery Brain storming	<ul style="list-style-type: none"> <li>- Discussing the reasons why African's resistance failed</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Respect</li> <li>- Obedience</li> </ul>	Slides	Mk Pg. 140	

				b. Kenya c. Tanzania - Reasons why some African societies and individuals collaborated							
	3 & 4		The rise of nationalism	- Definition of nationalism - Formation of political parties - Definition of a political party - Why African countries formed political - Formation of political parties in Kenya - Examples of political parties in Kenya	<b>Subject</b> - The learner defines nationalism - Political party - The learner gives the reasons why political parties were formed  <b>Language</b> - The learner reads and uses these words correctly - Nationalism - Association - Independence	Brain storming Discussion	- Identifying different current political parties in Kenya  - Discussing aims of the given political parties	- Effective communication - Critical thinking	Chalk board illustrations	Mk Pg 133  Fountain Pg 165	
			Political parties in Tanganyika	<b>Kenya African Union</b> - Its leaders - Its aims - Kenya African National Union - Its leaders - Its aims - Its achievements - Kenya African Democratic Union - Its leaders - Its aims	<b>Subject</b> - The learner states the aims of KAU and KANU - States the leaders of KAU and KANU  <b>Language</b> - The learner reads and uses these words correctly - Federation - Minority - Majority - Elections	Brian storming Discussion Questions and answer	- Discussing aims of the given political parties in Kenya	- Effective communication - Critical thinking	Chalkboard illustration	Mk pg 133  Fountain pg 165	



			Political parties in Tanganyika	<b>Tanganyika African association</b> <ul style="list-style-type: none"> <li>- Its founders</li> <li>- Why it was formed</li> </ul> <b>Tanganyika African National Union</b> <ul style="list-style-type: none"> <li>- Its leaders</li> <li>- Why it was formed</li> <li>- Its achievement</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states reasons why TAA and TANU were formed</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Governance achievements</li> <li>- congress</li> </ul>	Discussion Guided discovery Questions and answer	<ul style="list-style-type: none"> <li>- Identifying different current political parties in Tanzania</li> <li>- Discussing the aims and objectives of TAA, TANU</li> </ul>	Effective communication Critical thinking Honesty	Slides Chalkboard illustration	Fountain pg. 162 Mk pg 131	
			Political parties in Uganda	<b>Uganda National Congress</b> <ul style="list-style-type: none"> <li>- Its founder</li> <li>- Its objectives</li> </ul> <b>The democratic party</b> <ul style="list-style-type: none"> <li>- Its founders</li> <li>- Its leaders</li> <li>- Why it was formed</li> </ul> <b>Uganda People's congress</b> <ul style="list-style-type: none"> <li>- Its founders</li> <li>- Its leaders</li> <li>- Why it was formed</li> <li>-</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states the reasons why the given political parties were formed</li> <li>- The learner names the founder members of each political party</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>a) democratic</li> <li>b) struggle</li> <li>c) elections</li> </ul>	-do-	<ul style="list-style-type: none"> <li>- Identifying different current political parties in Uganda</li> <li>- Stating the reason why the given political parties were formed</li> <li>- naming the founder members of each political party</li> </ul>	do-	do-		
	5 & 4		Leading personalities in the struggle for	<ul style="list-style-type: none"> <li>- Jomo Kenyatta</li> <li>- Julius Nyerere</li> <li>- Jaramogi Oginga Odinga</li> <li>- Ronald Ngala</li> <li>- Ben Kiwanuka</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner identifies the contributions of each personality</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses</li> </ul>	Discussion Guided discussion Questions and answer	<ul style="list-style-type: none"> <li>- identifying the leading personalities in the struggle for independence</li> </ul>	Critical thinking Effective communication Honesty	Pictures of personalities in text books	Mk pg. 141 fountain in Pg.	

			independence		<ul style="list-style-type: none"> <li>- these words correctly</li> <li>- Conference</li> <li>- Executive</li> <li>- Lancaster</li> <li>- Constitution</li> </ul>		nce	Respect		166	
			-do-	<ul style="list-style-type: none"> <li>- Apollo Milton Obote</li> <li>- I.K Musaazi</li> <li>- Tom Mboya</li> <li>- Arap Moi</li> <li>- James Gichuru</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states the contributions of each personality towards the struggle for independence</li> </ul>	Discussion Guided discussion Questions and answer	identifying the leading personalities in the struggle for independence	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Honesty</li> <li>- Respect</li> </ul>	Pictures of personalities in text books		
			The Kabaka crisis	<ul style="list-style-type: none"> <li>- The Kabaka crisis</li> <li>- Causes of the Kabaka crisis</li> <li>- Results of Kabaka crisis</li> <li>- Namirembe Agreement</li> <li>- The main signatories</li> <li>- Why it was signed</li> <li>- Why Sir Edward Muteesa II was exiled</li> </ul>	<ul style="list-style-type: none"> <li>- The learner explains what Kabaka crisis was</li> <li>- The learner states that causes of the Kabaka crisis</li> <li>- The learner reads and uses these words correctly</li> <li>- Opposed</li> <li>- Federation, exiled</li> <li>- Province</li> </ul>	Discussion Questions and answer  Story telling	<ul style="list-style-type: none"> <li>- discussing the causes of the Kabaka crisis</li> <li>- Discussing reasons why the Namirembe agreement was signed</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communications</li> <li>- Critical thinking</li> </ul>	Chalkboard illustration	Mk Pg 134	
			Democratic rule in E. African countries	<b>Democracy</b> <ul style="list-style-type: none"> <li>- Definition of democracy</li> <li>- Indicators/signs of democracy</li> <li>- How democracy is practiced in schools</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner defines a citizen and gives ways through which one can become a citizen of Uganda</li> <li>- States the basic rights of citizens</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Naturalization</li> <li>- discrimination</li> </ul>	Brain storming Discussion Role play	<ul style="list-style-type: none"> <li>- defining a democracy</li> <li>- describing ways in which one can become a citizen of a country</li> <li>- discussing the democratic</li> </ul>	<ul style="list-style-type: none"> <li>- effective communication</li> <li>- critical thinking</li> <li>- respect</li> <li>- honesty</li> </ul>	chalkboard illustration	Mk Bk 5 Pg 142	

					<ul style="list-style-type: none"> <li>- Assembly speech</li> </ul>		<ul style="list-style-type: none"> <li>- process of governance in a county</li> <li>- identifying the roles of the electoral commission</li> <li>- debating the rights and responsibility of children</li> </ul>				
			Responsibilities of citizens	<ul style="list-style-type: none"> <li>- Responsibilities of citizens</li> <li>- The electoral commission</li> <li>- Definition of elections</li> <li>- Roles of the electoral commission</li> <li>- Problems faced during the electoral process</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner mentions the responsibilities of citizens</li> <li>- The learner mentions the roles of the electoral commission and problems faced during the electoral process</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Polling</li> <li>- Ballot</li> <li>- Nullified</li> </ul>	Discussion Observation Brain storming	<ul style="list-style-type: none"> <li>- Defining by – election</li> <li>- Stating conditions that can lead to a by - election</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> <li>- Honesty</li> </ul>	Slides	Comp Guide Vol. one Pg 173	
	5 & 6	Responsible living in the E. African environment	Environmental protection	<ul style="list-style-type: none"> <li>- Ways of protecting the environment</li> <li>- Uses of the environment to people</li> <li>- Roles played by NEMA and NFA</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner states ways of protecting the environment</li> <li>- State the uses of the environment</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- agro - forestry</li> <li>- Chemical</li> </ul>	Discussion Questions and answer Filed work	<ul style="list-style-type: none"> <li>- Naming ways of protecting the environment</li> <li>- Stating the roles of NEMA</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> <li>- Honesty</li> <li>- Respect</li> </ul>	Real environment	Comp guide vol 1 pg 8 - 9	

					<ul style="list-style-type: none"> <li>- Cultivation</li> <li>- Afforestation</li> </ul>						
10	1 & 2		Causes of environmental degradation	<ul style="list-style-type: none"> <li>- Definition of environmental degradation</li> <li>- Causes of environmental degradation</li> <li>- Solutions to environmental degradation</li> </ul>	<b>Subject</b> <ul style="list-style-type: none"> <li>- The learner defines environmental degradation</li> <li>- The learner states the causes and solutions of environmental degradation</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>- The learner reads and uses these words correctly</li> <li>- Degradation</li> <li>- Drought</li> <li>- Fragmentation</li> <li>- Exhausted</li> </ul>	Discussion Questions and answer Filed work	identifying causes of environmental degradation	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> <li>- Honesty</li> <li>- Respect</li> </ul>	real environment	Comp guide vol 1 Pg 9-11	
	3		Results of irresponsible living in the environment	<ul style="list-style-type: none"> <li>- climate change</li> <li>- floods</li> <li>- desertification</li> <li>- landslides</li> <li>- pollution</li> <li>- soil erosion</li> </ul>	<b>subject</b> <ul style="list-style-type: none"> <li>- The learner states the results of irresponsible living in the environment</li> </ul>	Discussion Questions and answer Observation	Discussing the results of irresponsible living in the environment	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Respect</li> </ul>	Slides	Comp guide Vol . 1 Pg. 9 -11	