**2024 GRADE 6 SPOTLIGHT SOCIAL STUDIES SCHEMES OF WORK TERM 2**

**NAME:………………….…………..………………………..TSC NO:…………..SCH:………………………….**

| **WK** | **LSN** | **STRAND** | **SUB-STRAND** | **SPECIFIC\_LEARNING\_OUTCOMES** | **LEARNING\_EXPERIENCES** | **KEY INQUIRY QUESTIONS** | **LEARNING RESOURCES** | **ASSESSMENT METHODS** | **REFLECTION** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | 1 | People, Population and Social Organizations | Language groups in Eastern Africa; Classification of communities in their language groups in Eastern Africa | By the end of the lesson, the learner should be able to: Identify major language groups in Eastern Africa. Classify communities according to their language group in Eastern Africa. Appreciate the importance of language groups. | Learners are guided to define a language group. Learners are guided to identify major language groups in Eastern Africa. Learners are guided to read the conversation between Mr. Ubuntu and Grade Six learners of Mpole Primary School. In pairs, learners are guided to classify communities according to their language group in Eastern Africa. | What is a language group? What are the major language groups in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | People, Population and Social Organizations | Language groups in Eastern Africa; Classification of communities in their language groups in Eastern Africa | By the end of the lesson, the learner should be able to:  Identify major language groups in Eastern Africa. Classify communities according to their language group in Eastern Africa. Appreciate the importance of language groups. | Learners are guided to define a language group. Lerner’s are guided to identify major language groups in Eastern Africa. Learners are guided to read the conversation between Mr. Ubuntu and Grade Six learners of Mpole Primary School. In pairs, learners are guided to classify communities according to their language group in Eastern Africa. | What is a language group? What are the major language groups in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | People, Population and Social Organizations | Language groups in Eastern Africa; Reasons for migration and settlement of language groups | By the end of the lesson, the learner should be able to:  Give reasons for migration and settlement of language groups. Design posters on reasons why language groups migrated and settled in their present land. Appreciate the reasons for migration and settlement of language groups. | Learners are guided to give reasons for migration and settlement of language groups. In pairs, learners are guided to design posters on reasons why language groups migrated and settled in their present land.  Learners are guided to use reference materials such as textbooks, the internet or any other available materials, find out the reasons why the main language groups in Eastern Africa migrated. | What are the reasons for migration and settlement of language groups? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **2** | 1 | People, Population and Social Organizations | Language groups in Eastern Africa; Movement and settlement of different language groups in Eastern Africa | By the end of the lesson, the learner should be able to: Identify the movement and settlement of different language groups in Eastern Africa. Draw a map of Eastern Africa showing the migration routes and settlements of different language groups in Eastern Africa. Appreciate the movement and settlement of different language groups in Eastern Africa. | Learners are guided to identify the movement and settlement of different language groups in Eastern Africa. Learners are guided to draw a map of Eastern Africa showing the migration routes and settlements of different language groups in Eastern Africa. In grous, learners are guided to model the map of Eastern Africa to illustrate the migration routes. | How did different language groups move and settled in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | People, Population and Social Organizations | Language groups in Eastern Africa; Movement and settlement of different language groups in Eastern Africa | By the end of the lesson, the learner should be able to: Identify the movement and settlement of different language groups in Eastern Africa. Draw a map of Eastern Africa showing the migration routes and settlements of different language groups in Eastern Africa. Appreciate the movement and settlement of different language groups in Eastern Africa. | Learners are guided to identify the movement and settlement of different language groups in Eastern Africa. Learners are guided to draw a map of Eastern Africa showing the migration routes and settlements of different language groups in Eastern Africa. In groups, learners are guided to model the map of Eastern Africa to illustrate the migration routes. | How did different language groups move and settled in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | People, Population and Social Organizations | Language groups in Eastern Africa; Effects of migration and settlement of selected language groups in Eastern Africa | By the end of the lesson, the learner should be able to: Outline the effects of migration and settlement of the main language groups in Eastern Africa. Make a poster using declaration messages of unity. Appreciate the importance of unity among different communities. | Learners are guided to outline the effects of migration and settlement of the main language groups in Eastern Africa. In pairs, learners are guided to make a poster using declaration messages of unity. | What happens when people move and settled in a new place? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **3** | 1 | People, Population and Social Organizations | Population distribution in Eastern Africa; Factors that influence population distribution in Eastern Africa | By the end of the lesson, the learner should be able to:  Identify the factors that influence population distribution in Eastern Africa. Draw the map of Eastern Africa. Use different colours to show areas of high, medium and low population density in Eastern Africa. Appreciate the factors that influence population distribution in Eastern Africa. | Learners are guided to identify the factors that influence population distribution in Eastern Africa.  Learners are guided to draw the map of Eastern Africa. Use different colours to show areas of high, medium and low population density in Eastern Africa.  Learners are guided to use an atlas to find out population distribution patterns in Eastern Africa. | Which are the factors that influence population distribution in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | People, Population and Social Organizations | Population distribution in Eastern Africa; Factors that influence population distribution in Eastern Africa | By the end of the lesson, the learner should be able to:  Identify the factors that influence population distribution in Eastern Africa. Draw the map of Eastern Africa. Use different colours to show areas of high, medium and low population density in Eastern Africa. Appreciate the factors that influence population distribution in Eastern Africa. | Learners are guided to identify the factors that influence population distribution in Eastern Africa.  Learners are guided to draw the map of Eastern Africa. Use different colours to show areas of high, medium and low population density in Eastern Africa.  Learners are guided to use an atlas to find out population distribution patterns in Eastern Africa. | Which are the factors that influence population distribution in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | People, Population and Social Organizations | Language groups in Eastern Africa; Effects of High Population Density in Eastern Africa | By the end of the lesson, the learner should be able to:  Outline the effects of High Population Density in Eastern Africa. Recite a poem on the effects of high population density in Eastern Africa. Have fun reciting a poem on the effects of high population in Eastern Africa. | Learners are guided to outline the effects of High Population Density in Eastern Africa.  In groups, learners are guided to recite a poem on the effects of high population density in Eastern Africa. | What are the effects of high population density in Eastern Africa? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **4** | 1 | People, Population and Social Organizations | Culture and Social Organization; Age groups and age sets in African Traditional Society | By the end of the lesson, the learner should be able to:  Define the meaning of age group and age sets. Role play the traditional dances or festivals that takes place in his/her community when celebrating age sets. Appreciate the importance of age sets in the community. | Learners are guided to define the meaning of age group and age sets.  In pairs, learners are guided to role play the traditional dances or festivals that takes place in his/her community when celebrating age sets.  In pairs, learners are guided to outline the steps to be followed to be a member of a given age sets  Learners are guided to mention the roles and responsibilities of age sets. | What is age group? What is age set? What are the roles and responsibilities of age sets? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | People, Population and Social Organizations | Culture and Social Organization; Age groups and age sets in African Traditional Society | By the end of the lesson, the learner should be able to:  Define the meaning of age group and age sets. Role play the traditional dances or festivals that takes place in his/her community when celebrating age sets. Appreciate the importance of age sets in the community. | Learners are guided to define the meaning of age group and age sets.  In pairs, learners are guided to role play the traditional dances or festivals that takes place in his/her community when celebrating age sets.  In pairs, learners are guided to outline the steps to be followed to be a member of a given age sets  Learners are guided to mention the roles and responsibilities of age sets. | What is age group? What is age set? What are the roles and responsibilities of age sets? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | People, Population and Social Organizations | Language groups in Eastern Africa; Functions of Clan | By the end of the lesson, the learner should be able to:  Outline the functions of clans. Read the conversation between Anita and Zari and discuss the functions of a clan in a community from the conversation. Appreciate the functions of a clan in the community. | Learners are guided to outline the functions of clans.  In pairs, learners are guided to read the conversation between Anita and Zari and discuss the functions of a clan in a community from the conversation. | What is a clan? What are the functions of clans? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **5** | 1 | People, Population and Social Organizations | Language groups in Eastern Africa; Aspects of Traditional Culture that need to be preserved | By the end of the lesson, the learner should be able to:  Identify aspects of Africa Traditional Culture that need to be preserved. Sing a song on different aspects of Africa traditional culture in his/her community. Appreciate the aspects of Africa Traditional Culture that need to be preserved. | Learners are guided to identify aspects of Africa Traditional Culture that need to be preserved.  Learners are guided to sing a song on different aspects of Africa traditional culture in his/her community. | What are the aspects of African traditional culture that need to be preserved? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | People, Population and Social Organizations | Language groups in Eastern Africa; Aspects of Traditional Culture that need to be preserved | By the end of the lesson, the learner should be able to:  Identify aspects of Africa Traditional Culture that need to be preserved. Sing a song on different aspects of Africa traditional culture in his/her community. Appreciate the aspects of Africa Traditional Culture that need to be preserved. | Learners are guided to identify aspects of Africa Traditional Culture that need to be preserved.  Learners are guided to sing a song on different aspects of Africa traditional culture in his/her community. | What are the aspects of African traditional culture that need to be preserved? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | People, Population and Social Organizations | School and Community | By the end of the lesson, the learner should be able to:  Mention ways in which the school collaborates with the community. Compose a song on benefits of collaboration between his/her school and the community. Appreciate the benefits of collaboration between the school and the community. | Learners are guided to mention ways in which the school collaborates with the community.  Learners are guided to identify the benefits of collaboration between the school and the community.  In groups, learners are guided to compose a song on benefits of collaboration between his/her school and the community. | What are the ways in which the school collaborates with the community? What are the benefits of collaboration between the school and the community? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **6** | 1 | Political Systems and Governance | Traditional forms of Government among the Buganda and Nyamwezi | By the end of the lesson, the learner should be able to:  Identify the administrative units that make up the Buganda Kingdom. Explain the roles of Kabaka. Describe how the Buganda Kingdom was ruled in the past. Sing a song about the Buganda governance structure. Have fun and enjoy singing a song about the Buganda kingdom. | Learners are guided to: Identify the administrative units that make up the Buganda Kingdom. Explain the roles of Kabaka. Describe how the Buganda Kingdom was ruled in the past. Sing a song about the Buganda governance structure | How was the community ruled in the past? How was Buganda Kingdom ruled in the past? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
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| 3 | Political Systems and Governance | Traditional forms of Government among the Buganda and Nyamwezi | By the end of the lesson, the learner should be able to:  Identify the administrative units that make up the Buganda Kingdom. Explain the roles of Kabaka. Describe how the Buganda Kingdom was ruled in the past. Sing a song about the Buganda governance structure. Have fun and enjoy singing a song about the Buganda kingdom. | Learners are guided to: Identify the administrative units that make up the Buganda Kingdom. Explain the roles of Kabaka. Describe how the Buganda Kingdom was ruled in the past. Sing a song about the Buganda governance structure | How was the community ruled in the past? How was Buganda Kingdom ruled in the past? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **7** | 1 | Political Systems and Governance | Comparison between the Buganda and Nyamwezi traditional forms of government | By the end of the lesson, the learner should be able to:  Identify the similarities between the Buganda and Nyamwezi Kingdom. Identify the values of good governance among the Nyamwezi. Recite the poem on learner | Learners are guided to: Identify the similarities between the Buganda and Nyamwezi Kingdom. Identify the values of good governance among the Nyamwezi. Recite the poem on learner | What are the similarities between the Buganda and Nyamwezi Kingdom? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| MID TERM BREAK | | | | | | | | |
| **8** | 1 | Political Systems and Governance | Differences between the Buganda and Nyamwezi traditional forms of government. | By the end of the lesson, the learner should be able to:  Identify the differences between the Buganda and Nyamwezi traditional forms of government. Illustrate the governance structure among the Buganda and Nyamwezi on a chart. Display the chart at the Social Studies corner. | Learners are guided to: Identify the differences between the Buganda and Nyamwezi traditional forms of government. Illustrate the governance structure among the Buganda and Nyamwezi on a chart. | What are the differences between the Buganda and Nyamwezi traditional forms of government? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | Political Systems and Governance | Differences between the Buganda and Nyamwezi traditional forms of government. | By the end of the lesson, the learner should be able to:  Identify the differences between the Buganda and Nyamwezi traditional forms of government. Illustrate the governance structure among the Buganda and Nyamwezi on a chart. Display the chart at the Social Studies corner. | Learners are guided to: Identify the differences between the Buganda and Nyamwezi traditional forms of government. Illustrate the governance structure among the Buganda and Nyamwezi on a chart. | What are the differences between the Buganda and Nyamwezi traditional forms of government? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | Political Systems and Governance | Aspects of good governance in traditional societies | By the end of the lesson, the learner should be able to:  Discuss the aspects of good governance in traditional societies. Role ply the conversation on learner | Learners are guided to: Discuss the aspects of good governance in traditional societies. Role ply the conversation on learner | What aspects of good governance have you learnt? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **9** | 1 | Political Systems and Governance | Regional Cooperations in Eastern Africa; Objectives of the East African Community. | By the end of the lesson, the learner should be able to:  Read the newspaper article on learner | Learners are guided to: Read the newspaper article on learner | What are the objectives of the East African Community? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | Political Systems and Governance | Regional Cooperations in Eastern Africa; Objectives of the East African Community. | By the end of the lesson, the learner should be able to:  Read the newspaper article on learner | Learners are guided to: Read the newspaper article on learner | What are the objectives of the East African Community? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | Political Systems and Governance | Benefits of the East African Community to Member States | By the end of the lesson, the learner should be able to:  Identify the benefits of the East African Community to Member States. Read the story on learner | Learners are guided to: Identify the benefits of the East African Community to Member States. Read the story on learner | What are the benefits of the East African Community to Member States? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **10** | 1 | Political Systems and Governance | Challenges facing East African Community | By the end of the lesson, the learner should be able to:  Discuss the challenges facing East African Community. Find out from appropriate sources the challenges facing the East African Community. Sing a song about the challenges facing East African Community. Have fun and enjoy singing a song. | Learners are guided to: Discuss the challenges facing East African Community. Find out from appropriate sources the challenges facing the East African Community. Sing a song about the challenges facing East | What are the challenges facing East African Community? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | Political Systems and Governance | Challenges facing East African Community | By the end of the lesson, the learner should be able to:  Discuss the challenges facing East African Community. Find out from appropriate sources the challenges facing the East African Community. Sing a song about the challenges facing East African Community. Have fun and enjoy singing a song. | Learners are guided to: Discuss the challenges facing East African Community. Find out from appropriate sources the challenges facing the East African Community. Sing a song about the challenges facing East | What are the challenges facing East African Community? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | Political Systems and Governance | Solutions to challenges facing the East African Community | By the end of the lesson, the learner should be able to:  Discuss possible solutions to the challenges facing the East African Community. Complete the table on learner | Learners are guided to: Discuss possible solutions to the challenges facing the East African Community. Complete the table on learner | What are the solutions to challenges facing the East African Community? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **11** | 1 | Political Systems and Governance | Citizenship; Rights and responsibilities of a Kenyan citizen | By the end of the lesson, the learner should be able to:  Study the pictures on learner | Learners are guided to: Study the pictures on learner | What are the rights and responsibilities of a Kenyan citizen? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | Political Systems and Governance | Citizenship; Rights and responsibilities of a Kenyan citizen | By the end of the lesson, the learner should be able to:  Study the pictures on learner | Learners are guided to: Study the pictures on learner | What are the rights and responsibilities of a Kenyan citizen? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | Political Systems and Governance | Citizenship; Rights and responsibilities of a Kenyan citizen | By the end of the lesson, the learner should be able to:  Study the pictures on learner | Learners are guided to: Study the pictures on learner | What are the rights and responsibilities of a Kenyan citizen? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **12** | 1 | Political Systems and Governance | Values of a good citizen | By the end of the lesson, the learner should be able to:  Identify the values of a good citizen. Explain how to promote values of a good citizen. Create posters about the values of a good citizen. Appreciate the values of a good citizen. | Learners are guided to: Identify the values of a good citizen. Explain how to promote values of a good citizen. Create posters about the values of a good citizen | How can we demonstrate good citizenship? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | Political Systems and Governance | Human Rights; Classification of human rights | By the end of the lesson, the learner should be able to:  Define human rights. Identify human rights enjoyed by the people. Classify the rights they have identified as social, economic or political rights. Have fun and enjoy making a human rights wheel | Learners are guided to: Define human rights. Identify human rights enjoyed by the people. Classify the rights they have identified as social, economic or political rights. | What is the meaning of human rights? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 3 | Political Systems and Governance | Human Rights; Classification of human rights | By the end of the lesson, the learner should be able to:  Define human rights. Identify human rights enjoyed by the people. Classify the rights they have identified as social, economic or political rights. Have fun and enjoy making a human rights wheel | Learners are guided to: Define human rights. Identify human rights enjoyed by the people. Classify the rights they have identified as social, economic or political rights. | What is the meaning of human rights? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **13** | 1 | Political Systems and Governance | Ways in which human rights are violated in society. | By the end of the lesson, the learner should be able to:  Identify ways in which human rights are violated in society. Make a chart on ways in which human rights are violated in the society. Have fun and enjoy making a chart. | Learners are guided to: Identify ways in which human rights are violated in society. Make a chart on ways in which human rights are violated in the society | How are human rights are violated in society? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2 | Political Systems and Governance | Peace and Conflict Resolution; Causes of conflict in society | By the end of the lesson, the learner should be able to:  Define conflict. Identify the causes of conflicts in society. Read the following case study on learner | Learners are guided to: Define conflict. Identify the causes of conflicts in society. Read the following case study on learner | What are the causes of conflict in society? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| 2-3 | Political Systems and Governance | Peace and Conflict Resolution; Causes of conflict in society | By the end of the lesson, the learner should be able to:  Define conflict. Identify the causes of conflicts in society. Read the following case study on learner | Learners are guided to: Define conflict. Identify the causes of conflicts in society. Read the following case study on learner | What are the causes of conflict in society? | Spotlight; Social Studies Learner | Oral questions Oral Report Observation |  |
| **14** | END TERM ASSESSMENT AND CLOSING | | | | | | | | |