

SOCIAL STUDIES SCHEME OF WORK GRADE 5 TERM ONE

| Wk | Lsn | Strand/The me | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learning Resources | Assessment methods | Refl |
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| 1 | 1 | NATURAL AND BUILT ENVIRONMENTS | Natural environment: Elements of a map | By the end of the sub strand, the learner should be able to; a. identify the key elements of a map b. Describe the different elements of a map c. appreciate use of maps in daily life | How do we use maps in our daily lives? | Learners are guided to: Identify elements of a map in groups, using a sketch map/wall map/atlas/age appropriate map. (title, frame, key/legend, scale, compass) | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 2 | | Natural environment: Elements of a map | By the end of the sub strand, the learner should be able to; a. identify the key elements of a map using digital devices b. Draw a sketch map and indicate the elements c. appreciate use of maps in daily life | How do we use maps in our daily lives? | Identify elements of a map using digital resources Draw a sketch map and indicate the elements | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 3 | | Natural environment: Elements of a map | By the end of the sub strand, the learner should be able to; a. Practice reading and interpreting a map using the key elements b. Name the different elements of map and also play digital games on elements of a map c. appreciate use of maps in daily life | How do we use maps in our daily lives? | Practice reading and interpreting a map using the elements Play computer games in groups, on the elements of a map (digital maps/atlas/wall maps) | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |

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| | | | | | | Practice, in groups, using different types of maps to identify the elements | Internet sources | | |
| 2 | 1 | | Location Position and size of Kenya | By the end of the sub strand, the learner should be able to; a. locate the position of Kenya in relation to her neighbours b. draw a map of Kenya and indicate her neighbours c. Desire to promote good relations between Kenya and her neighbours | How would you give the location and position of Kenya? | Learners are guided to: Use an atlas/appropriate media in groups, to identify the position of Kenya in relation to her neighbours Draw a map of Kenya and indicate her neighbours | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 2 | | Location Position and size of Kenya | By the end of the sub strand, the learner should be able to; a. locate the position of Kenya in relation to her neighbours b. draw a map of Kenya and indicate her neighbours c. Desire to promote good relations between Kenya and her neighbours | How would you give the location and position of Kenya? | Learners are guided to: Use an atlas/appropriate media in groups, to identify the position of Kenya in relation to her neighbours Draw a map of Kenya and indicate her neighbours | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 3 | | Location Position and size of Kenya | By the end of the sub strand, the learner should be able to; a. describe the position of Kenya in relation to her neighbours b. state the size of Kenya in square kilometers c. desire to promote good relations between Kenya and her neighbours | How would you give the location and position of Kenya? | Use appropriate media in pairs, to play games on locating places on a map. Find out the size of Kenya using digital resources and share in class Draw a map of Kenya and indicate the size in square Kilometers. Write an essay on Kenya and her neighbours | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| 3 | 1 | | Location Position and size of Kenya | By the end of the sub strand, the learner should be able to; a. describe the position of Kenya in relation to her neighbours b. state the size of Kenya in square kilometers | How would you give the location and position of Kenya? | Use appropriate media in pairs, to play games on locating places on a map. Find out the size of Kenya using digital resources and share in class | Local and extended environment Real objects Maps | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |

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| | | | | c. desire to promote good relations between Kenya and her neighbours | | Draw a map of Kenya and indicate the size in square Kilometers. Write an essay on Kenya and her neighbours | Photographs, pictures and paintings Flash cards and posters Internet sources | | |
| | 2 | | Main features in Kenya | By the end of the sub strand, the learner should be able to; a. identify the main physical features in Kenya b. name the physical features in the immediate environment c. appreciate the physical features found in Kenya | Where are the main physical features found in our country? | Learners are guided to: Explore the immediate environment to identify the physical features Brainstorm in groups ,and identify physical features found in Kenya(relief and drainage) | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 3 | | Main features in Kenya | By the end of the sub strand, the learner should be able to; a. locate the main physical features in Kenya on a map b. Draw a map of Kenya and locate the main physical features c. appreciate the physical features found in Kenya | Where are the main physical features found in our country? | Locate the main physical features in Kenya using a sketch map/ atlas Draw a map of Kenya and locate the main physical features Collect and display maps/pictures showing the main physical features in Kenya | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| 4 | 1 | | Weather and Climate in Kenya | By the end of the sub strand, the learner should be able to; a. distinguish between weather and climate b. Define the term climate c. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Learners are guided to: Make oral phrases that give description of weather Find out the meaning of climate using appropriate media Brainstorm in pairs the difference between weather and climate and share with peers | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 2 | | Weather and Climate in Kenya | By the end of the sub strand, the learner should be able to; a. distinguish between weather and climate b. Define the term climate | What weather conditions do we experience in our environment? | Learners are guided to: Make oral phrases that give description of weather | Local and extended environment Real objects Maps | a) Oral Questions b) Teacher made tests c) Observation | |

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| | | | | c. appreciate the different climatic regions in Kenya | | Find out the meaning of climate using appropriate media Brainstorm in pairs the difference between weather and climate and share with peers | Photographs, pictures and paintings Flash cards and posters Internet sources | d) Project Work | |
| | 3 | | Elements of weather | By the end of the sub strand, the learner should be able to; a. identify elements of weather in the environment b. locate the main climatic regions in Kenya c. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Think, pair and share on elements of Weather (rainfall ,wind, temperature, cloud cover) Find out from relevant sources the elements of weather and write down key points Locate in pairs , the main climatic regions in Kenya using appropriate media/ a map of Kenya | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| 5 | 1 | | Elements of weather | By the end of the sub strand, the learner should be able to; a. identify elements of weather in the environment b. locate the main climatic regions in Kenya c. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Think, pair and share on elements of Weather (rainfall ,wind, temperature, cloud cover) Find out from relevant sources the elements of weather and write down key points Locate in pairs , the main climatic regions in Kenya using appropriate media/ a map of Kenya | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 2 | | Characteristics of climatic regions in Kenya | By the end of the sub strand, the learner should be able to; a. describe characteristics of the main climatic regions in Kenya b. model the map Kenya showing the main climatic regions and display in class c. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Discuss in groups the characteristics of the main climatic regions in Kenya Play age appropriate games on the main climatic regions in Kenya using appropriate media Model in groups a map of Kenya showing the main climatic regions and display in class | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |

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| | 3 | | Characteristics of climatic regions in Kenya | By the end of the sub strand, the learner should be able to; a. describe characteristics of the main climatic regions in Kenya b. model the map Kenya showing the main climatic regions and display in class c. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Discuss in groups the characteristics of the main climatic regions in Kenya Play age appropriate games on the main climatic regions in Kenya using appropriate media Model in groups a map of Kenya showing the main climatic regions and display in class | Local and extended environment Real objects Maps Photographs, pictures and paintings Flash cards and posters Internet sources | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| 6 | 1 | | The Built Environments | By the end of the sub strand, the learner should be able to; a. identify the main historic built environments in Kenya b. locate the main historic built environments in Kenya on a map c. care for the historic built environments | How could we care for the historic built environments in our country? | Learners are guided to: Think individually and share in pairs on the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings) Use a map of Kenya, in groups, to locate some of the historic built environments. | <ul style="list-style-type: none"> Local and extended environment Maps Photographs, pictures and paintings Flash cards and posters | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 2 | | The Built Environments | By the end of the sub strand, the learner should be able to; a. identify the main historic built environments in Kenya b. locate the main historic built environments in Kenya on a map c. care for the historic built environments | How could we care for the historic built environments in our country? | Learners are guided to: Think individually and share in pairs on the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings) Use a map of Kenya, in groups, to locate some of the historic built environments. | <ul style="list-style-type: none"> Local and extended environment Maps Photographs, pictures and paintings Flash cards and posters | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 3 | | The Built Environments | By the end of the sub strand, the learner should be able to; a. explain the importance of caring for historic built environments b. make posters on the importance of caring for historic built environments | How could we care for the historic built environments in our country? | Develop communication messages on the importance of caring for historic built environments in Kenya Visit a nearby historic built environment and write a report after the visit/visit a | <ul style="list-style-type: none"> Local and extended environment Maps Photographs, pictures and paintings | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |

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| | | | | c. participate in caring for historic built environments within the locality | | museum to learn about the past and write a report Participate in caring for historic built environments within the locality. | • Flash cards and posters | | |
| 7 | 1 | | The Built Environments | By the end of the sub strand, the learner should be able to; a. explain the importance of caring for historic built environments b. make posters on the importance of caring for historic built environments c. participate in caring for historic built environments within the locality | How could we care for the historic built environments in our country? | Develop communication messages on the importance of caring for historic built environments in Kenya Visit a nearby historic built environment and write a report after the visit/visit a museum to learn about the past and write a report Participate in caring for historic built environments within the locality. | • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters | a) Oral Questions b) Teacher made tests c) Observation d) Project Work | |
| | 2 | PEOPLE AND POPULATION | Culture and Social Organizations: Culture | By the end of the sub strand, the learner should be able to; a. identify methods of instruction used in African traditional education b. define the term traditional African education c. apply African traditional education in promoting values | How does African traditional education promote values in our community? | Learners are guided to: Brainstorm in groups, the meaning of African traditional education Discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs | • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |
| | 3 | | Culture and Social Organizations: Culture | By the end of the sub strand, the learner should be able to; a. identify methods of instruction used in African traditional education b. define the term traditional African education c. apply African traditional education in promoting values | How does African traditional education promote values in our community? | View video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education Engage with a resource person on methods of instruction used in African traditional | • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/s | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records | |

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| | | | | | | education | lides/ Internet sources • Live Radio Broadcasts | f) Checklist g) Portfolio. | |
| 8 | 1 | | Culture and Social Organizations: Culture | By the end of the sub strand, the learner should be able to; a. explain the importance of African traditional education in promoting values b. design posters on methods of instruction used in African traditional education c. apply African traditional education in promoting values | How does African traditional education promote values in our community? | Discuss, in groups, the importance of African traditional education in promoting values Give a summary of an aspect of African traditional education and share the information in class. Find out from parents/guardians the methods of instruction used in African traditional education and share in class. Design posters in groups, on methods of instruction used in African Traditional Education | • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/s lides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |
| | 2 | | Culture and Social Organizations: Culture | By the end of the sub strand, the learner should be able to; a. explain the importance of African traditional education in promoting values b. design posters on methods of instruction used in African traditional education c. apply African traditional education in promoting values | How does African traditional education promote values in our community? | Discuss, in groups, the importance of African traditional education in promoting values Give a summary of an aspect of African traditional education and share the information in class. Find out from parents/guardians the methods of instruction used in African traditional education and share in class. Design posters in groups, on methods of instruction used in African Traditional Education | • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/s lides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |

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| | 3 | | School Administration | By the end of the sub strand, the learner should be able to; a. identify the administrative leaders in school b. Discuss the order of administration in school c. demonstrate support to the work of administrative leaders in school | What is the importance of having an administrative structure in school? | Learners are guided to: Think, pair and share the administrative leaders in school Discuss in groups the order of administration in school. | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |
| 9 | 1 | | School Administration | By the end of the sub strand, the learner should be able to; a. state duties of administrative leaders in school b. draw the administrative structure of the school c. demonstrate support to the work of administrative leaders in school | What is the importance of having an administrative structure in school? | Draw and display in class the administrative structure of the school State duties of administrative leaders in school using digital /print media Role play duties of administrative leaders in school Share with parents or guardians on the duties of school administrators | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |
| | 2 | | School Administration | By the end of the sub strand, the learner should be able to; a. state duties of administrative leaders in school b. draw the administrative structure of the school c. demonstrate support to the work of administrative leaders in school | What is the importance of having an administrative structure in school? | Draw and display in class the administrative structure of the school State duties of administrative leaders in school using digital /print media Role play duties of administrative leaders in school Share with parents or guardians on the duties of school administrators | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |

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| | 3 | | Language Groups In Kenya | By the end of the sub strand, the learner should be able to; a. identify the main language groups in Kenya b. Name the various language groups in Kenya c. Develop communication messages on the benefits of interdependence of language groups in Kenya | How do different language groups interact? | Learners are guided to: • Work in groups to brainstorm on language groups in Kenya • Identify the language groups in Kenya using digital resources/appropriate media (<i>Nilotic, Cushitic, Bantu, Asians and Europeans</i>) and share their findings in class | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/s lides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |
| 10 | 1 | | How language groups in Kenya depend on each other | By the end of the sub strand, the learner should be able to; a. explain how different language groups depend on each other in Kenya b. role play interdependence of language groups in Kenya c. desire to live peacefully with others | How do different language groups interact? | <ul style="list-style-type: none"> • Find out African stories on origin of various language groups in Kenya and report back to the class • Share experiences on how people depend on each other in the community. • Discuss in groups how language groups in Kenya depend on each other and write down the main points | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/s lides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |
| | 2 | | How language groups in Kenya depend on each other | By the end of the sub strand, the learner should be able to; a. explain how different language groups depend on each other in Kenya b. role play interdependence of language groups in Kenya c. desire to live peacefully with others | How do different language groups interact? | <ul style="list-style-type: none"> • Share experiences in class on the benefits of interdependence of language groups in Kenya. • Role-play interdependence of language groups in Kenya. | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/s lides/ Internet sources • Live Radio Broadcasts | a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio. | |

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| | 3 | | Importance on interdependence of language groups in Kenya | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Develop communication messages on the benefits of interdependence of language groups in Kenya</p> <p>b. explain the benefits of interdependence of language groups in Kenya</p> <p>c. desire to live peacefully with others</p> | How do different language groups interact? | <ul style="list-style-type: none"> • Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school | <ul style="list-style-type: none"> • Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live Radio | <p>a) Oral Questions</p> <p>b) Teacher made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Anecdotal Records</p> <p>f) Checklist</p> <p>g) Portfolio.</p> | |
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