KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 4

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

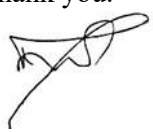
Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

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NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**
   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
      Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**
      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**
      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		**35**

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:

a) Use verbal and or non-verbal cues to convey information in varied contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life.
c) Use appropriate social skills, moral and religious values to positively impact the society.
d) Develop individual talents and interests for self-efficacy.
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Devise innovative strategies for environmental conservation and sustainability.
g) Apply digital literacy skills for learning and enjoyment.
h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age-appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Middle School, the learner should be able to:

1. explore the environment for learning and enjoyment.
2. demonstrate desirable values, attitudes and practices for sustainable social interactions.
3. develop appropriate organizational, practical and technological competencies for problem solving.
4. understand and appreciate Human Rights and civic responsibility for attainment of social justice.
5. apply acquired competencies in solving environmental challenges for sustainable development.
6. understand the System of Governance in Kenya and be willing to participate in its processes.
7. participate in Community Service Learning to manage pertinent and contemporary issues in society effectively.
8. respect and appreciate cultural and human diversity to promote cohesion and integration.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Suggested Number of Lessons
1.0	**Natural and Historic Built Environments**	Compass Direction	(6 lessons)
		Location and size of the County	(5 lessons)
		Physical features in the County	(5 lessons)
		Seasons in the County	(4 lessons)
		Historic Built Environments in the County	(5 lessons)
2.0	**People and Population**	Inter-dependence of people	(6 Lessons)
		Population distribution	(5 lessons)
3.0	**Social Organisations**	Aspects of Traditional Culture in the County	(4 lessons)
		The school	(3 lessons)
4.0	**Resources and Economic Activities**	Economic activities in the County	(4 lessons)
		Industries in the County	(6 lessons)
		Enterprise Project at school	(7 lessons)
5.0	**Citizenship and Governance in Kenya**	Good Citizenship in School	(4 lessons)
		Peace	(4 lessons)
		Child Rights	(4 lessons)
		Democracy in school	(3 lessons)
		Children's Government in school	(4 lessons)
		Community Leadership	(5 lessons)
		The County Governments in Kenya	(6 lessons)

STRAND 1.0: NATURAL AND BUILT ENVIRONMENTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	**1.1 Compass Direction** (6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the four cardinal points of a compass, b) use the four cardinal points to give directions on a map, c) appreciate the use of four cardinal points in everyday life.	The learner is guided to: ● brainstorm the four cardinal points of a compass, ● draw and label the four cardinal points, practise giving directions to places using the four cardinal points, ● use the four compass points to show direction on the interactive map to enrich the mapping skills. ● play computer games on the compass direction for enjoyment.	How can we show direction of places?

Core Competencies to be developed:

- Digital Literacy: Learners interact with digital devices as they play computer games on compass direction for enjoyment.
- Learning to learn: Learners develop relationships as they share resources and practise giving direction of places using the four cardinal points.

Values:

- Unity: Learners cooperate as they practise giving direction of places using the four cardinal points.
- Respect: Learners show patience as they play computer games on compass direction for enjoyment.

Pertinent and Contemporary Issues (PCIs):

Creative Thinking: Learners participate in creative games as they play computer games on compass direction for enjoyment.

Links to other Learning Areas:

Learners use Creative Arts skills as they draw and label the four cardinal points.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	**1.2 Location and size of the County** (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify sub-counties in the county, b) locate the county in relation to neighbouring counties, c) estimate the size of the county in relation to neighbouring counties, d) acknowledge the location and size of the county.	The learner is guided to: ● brainstorm and list sub-counties in their county, ● use relevant print or digital resources to identify the location of the county in relation to neighbouring counties, ● discuss the size of the county in relation to the neighbouring counties, ● sketch, colour, and display the map of the county in class, ● play games on the location of the county in relation to neighbouring counties.	Why is it important to learn the size and location of a county?

Core Competencies to be developed:

- Digital Literacy: Learners develop simple games as they play games on the location of the county in relation to the neighbouring counties
- Learning to learn: Learners search for the location and size of their county

Values: Responsibility: Learners engage in assigned roles and duties as they discuss the size of the county in relation to the neighbouring counties
Pertinent and Contemporary Issues (PCIs): ● Problem Solving: Learners play creative games as they locate the county in relation to the neigbouring counties ● Effective Communication**:** Learners brainstorm to identify sub-counties in their county.
Links to other Learning Areas: English: Learners apply listening and speaking skills as they discuss in groups the size of the county in relation to the neigbouring counties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	**1.3 Physical features in the County** (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the main physical features in the county, b) state the importance of the main physical features in the county, c) illustrate the main physical features in the county, d) appreciate the main physical features in the county.	The learner is guided to: ● brainstorm the main physical features in the county, sketch the main physical features in the county, ● draw or take photographs of the main physical features in the county, ● outline the importance of the main physical features in the county and share the discussion points in class, ● display pictures or models of the main physical features in the county in class, ● find out from parents or guardians the main physical features in the county and share.	Which physical features are found in your county?

Core Competencies to be developed: ● Citizenship: Learners identify the main physical features in their county. ● Learning to: Learners find out from parents or guardians the physical features in the county and share
Values: Social Justice: Learners accord equal opportunities in sharing responsibilities as they outline the importance of the main physical features in the county and share the discussion points in class.
Pertinent and Contemporary Issues (PCIs): ● Self-Awareness: Learners appreciate each other's abilities as they draw some of the main physical features in the county.
Links to other Learning Areas: ● English: Learners use speaking skills as they discuss in groups the importance of the main physical features in the county in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	**1.4 Seasons in the County** (4 lessons) - *Hot,* - *Cold,* - *Dry* - *Rainy*	By the end of the sub-strand, the learner should be able to: a) identify the four seasons experienced in the county, b) explain how the four seasons influence human activities in the county, c) explore how rainy weather affects road safety in the county, d) model weather charts of seasons in the county, e) appreciate the different seasons experienced in the county.	The learner is guided to: ● brainstorm about seasons experienced in the county, ● use print or digital resources to identify seasons experienced in the county ● engage a resource person to find out how seasons influence human activities in the county ● discuss ways in which rainy weather affects safety of road users, ● draw weather charts of seasons in the county, ● observe and record in charts human activities associated with different seasons. ● sing songs about seasons experienced in the county,	How do seasons influence human activities in the county?

Core Competencies to be developed: ● Collaboration: Learners develop relationships as they brainstorm about seasons experienced in the county. ● Digital Literacy: Learners use print or digital resources to identify seasons experienced in the county.
Values: ● Respect: Learners appreciate diverse opinions as they brainstorm about seasons experienced in the county. ● Patriotism: Learners sing songs about seasons experienced in the county,
Pertinent and Contemporary Issues (PCIs): Safety and security**:** Learners discuss precautions to take during the different seasons experienced in the county *(Hot, cold, dry and rainy season*).
Links to other Learning Areas: Agriculture: Learners explain how different seasons influence human activities in the county.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	**1.5 Historic Built Environments in the County** (5 lessons) - *Museums,* - *Monuments,* - *Cultural centres*	By the end of the sub-strand, the learner should be able to: a) identify the main historic built environments in the county, b) explain the importance of the main historic built environments in the county, c) participate in conservation activities of the historic built environments within the county, d) appreciate historic built environments in the county.	The learner is guided to: ● brainstorm and share the main historic built environments in the county, ● use print or digital resources to identify historic built environments in the county, ● visit some of the historic, built environments within the locality (*take photographs, audio tape conversations on the environments or take notes),* ● engage a resource person to discuss the importance of the historic built environment in the county, ● participate in conserving historic built	How can we care for the historic built environments in our county?

			environments in the locality as service learning (*collecting litter, sweeping).*	

Core Competencies to be developed:

- Critical thinking and problem solving: Learners participate in conserving historic built environments in the locality (*collecting litter, sweeping).*
- Self-efficacy: Learners engage resource person to discuss the importance of historic built environments within the county.

Values:

- Unity: Learners participate in conserving historic built environments in the locality as service learning (*collecting litter, sweeping).*
- Responsibility: Learners understands and appreciates the resource person as they discuss the importance of the historic built environment in the county

Pertinent and Contemporary Issues (PCIs):

Environmental issues: Learners respect others' views/feelings as they visit some of the historic built environments in the locality (*take photographs, audio tape conversations on the environments or take notes).*

Links to other Learning Areas:

Learners use Creative Arts skills to create a picture booklet on the historic built environments.

Suggested Assessment Rubrics

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the four cardinal points to give direction of places	Leaner uses the four cardinal points to give direction of places with illustrations	Learner uses the four cardinal points to give direction of places	Learner uses 2-3 cardinal points to give direction of places	Learner uses less than 2 cardinal points to give direction of places
Ability to identify the main physical features in the county	Learner identifies the main physical features in the county with illustrations	Learner identifies the main physical features in the county	Learner identifies some of the main physical features in the county	Learner has challenges identifying the main physical features in the county
Ability to explain how the four seasons influence human activities in the county	Learner explains how the four seasons influence human activities in the county with examples	Learner explains how the four seasons influence human activities in the county	Learner explains how 2-3 seasons influence human activities in the county	Learner explains how less than 2 seasons influence human activities in the county
Ability to explain the importance of the main historic built environments in the county	Learner explains the importance of the main historic built environments in the county with examples.	Learner explains the importance of the main historic built environments in the county	Learner explains the importance of some of the main historic built environments in the county	Learner struggles to explain the importance of the main historic built environments in the county

STRAND 2.0: PEOPLE AND POPULATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Population	**2.1 Interdependence of people** (6 Lessons) - *trade* - *farming* - *hospital,* - *worship places*	By the end of the sub-strand, the learner should be able to: a) identify ways in which people depend on each other in the county, b) explain the benefits of interdependence of people in the county, c) use chart to illustrate the benefits of interdependence people, d) appreciate the interdependence of people in the County.	The learner is guided to: ● brainstorm in class the ways in which people depend on each other in the county, ● use print or digital resources to identify ways in which people depend on each other in the county, ● draw a chart on benefits of interdependence among the people, ● role-play interdependence of people in the community, ● recite a poem about the importance of interdependence of people, ● find out from parents or guardians about the importance of interdependence of people and report back.	1. How do people in the county depend on each other? 2. Why should we support each other in the county?

Core Competencies to be developed: ● Citizenship: Learners explain the benefits of interdependence of people in the county. ● Creativity and imagination: Learners role-play the interdependence of people in the county.
Values: Social justice: Learners discuss benefits of interdependence among people in the county
Pertinent and Contemporary Issues (PCIs): ● Social cohesion: Learners identify ways in which people depend on each other in the county. ● Social cohesion: Learners respect others' views/feelings as they work to create a chart on benefits of interdependence among people.
Links to other Learning Areas: ● English: Learners develop communication skills as they recite a poem about the importance of interdependence of people. ● Religious Education: Learners explain the importance of interdependence.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Population	**2.2 Population Distribution** (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe patterns of population distribution in the county, b) illustrate the patterns of population distribution in the county, c) appreciate population distribution in the county.	The learner is guided to: ● brainstorm what is population distribution, ● use a digital or print map of the county to identify the patterns of population, distribution in the county, ● explain the patterns of population distribution in the county, ● use the map of the county to plot patterns of population distribution, ● draw a map of the county showing population distribution, ● display the map of the county in the appropriate learning corner.	How is population spread out in the county?

Core Competencies to be developed: ● Digital Literacy: Learners use a digital or print map of the county to identify the patterns of population distribution. ● Learning to Learn: Learners develop relationships as they share diagrams of the patterns of population distribution in class.
Values: ● Responsibility: Learners develop self-drive as they share the diagrams of the patterns of population distribution in class. ● Integrity: Learners have self-discipline as they use a digital or print map of the county to identify the patterns of population distribution.
Pertinent and Contemporary Issues (PCIs): ● Critical thinking and problem solving: Learners ask challenging questions as they share the diagrams of the patterns of population distribution in class. ● Effective Communication: Learners use appropriate communication channel as they discuss population distribution in the county.
Links to other Learning Areas: ● Learners apply listening and speaking skills as they discuss population distribution in the county. ● Learners apply Creative Arts skills as they draw a map of the county showing population distribution.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of interdependence of people in the county.	Learner explains the benefits of interdependence of people in the county with examples.	Learner explains the benefits of inter-dependence of people in the county.	Leaner explains some of the benefits of interdependence of people in the county.	Learner struggles to explain the benefits of interdependence of people in the county.
Ability to describe patterns of population distribution in the county.	Learner describes patterns of population distribution in the county with illustrations.	Learner describes patterns of population distribution in the county.	Learner describes some patterns of population distribution in the county.	Learner struggles to describe patterns of population distribution in the county.

STRAND 3.0: SOCIAL ORGANIATIONS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Social Organisations	**3.1 Aspects of Traditional Culture in the County.** (4 lessons) - *dressing* - *food* - *housing* - *artefacts* - *sports and games* - *festivals and ceremonies*	By the end of the sub-strand, the learner should be able to: a) identify aspects of traditional culture in the county, b) illustrate aspects of traditional culture practised in the county, c) appreciate the importance of traditional culture in the county.	The learner is guided to: ● brainstorm aspects of traditional culture in the county, ● describe aspects of traditional culture in the county, ● discuss the importance of traditional culture in the county, ● collect and record aspects of traditional culture practised in the community (*pictures, songs, artefacts, dress, food, paintings, tools*), ● showcase different aspects of traditional culture practised in the community.	Why is culture important?

Core Competencies to be developed: ● Creativity and imagination: Learners showcase different aspects of traditional culture practised in the community. ● Citizenship: Learners collect and record aspects of traditional culture practised in the community.
Values: Respect: Learners recognise different aspects of traditional culture in their county.
Pertinent and Contemporary Issues (PCIs): Self-Awareness**:** Learners appreciate individual uniqueness as they describe aspects of traditional culture in their county.
Links to other Learning Areas: ● Creative Arts: Learners will apply skills drawn from showcasing different aspects of traditional culture practised in the community in Creative Arts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Social Organisations	**3.2. The School** (3 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the history of the school, b) explain the values of the school, c) recite the school motto, d) desire to obey the school rules.	The learner is guided to: ● gather information on the history of the school from relevant personnel and share in class, ● discuss the history of the school with others in class, ● use digital or print resources to find out the school values, ● develop a poster on the school values ● develop a poster on the school motto and display it in class, ● make a gallery walk and peer assess.	Why is it important to maintain discipline in school?

Core Competencies to be developed: ● Communication and collaboration: Learners recite the school motto ● Citizenship: Learners gather information on the history of the school from the school administration and share in class
Values: Integrity: Learners exhibit discipline as they display, make a gallery walk and peer assess.
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners develop charts to explain the school values
Links to other Learning Areas: Creative arts: Learners apply graphic designing in Creative Arts in the designing of school motto and rules

Suggested Assessment Rubrics

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the six aspects of traditional culture in the county	Learner identifies all the six aspects of traditional culture in the county with examples	Learner identifies all the six aspects of traditional culture in the county	Learner identifies 3-5 of the aspects of traditional culture in the county	Learner identifies less than 3 aspects of traditional culture in the county.
Ability to describe aspects of traditional culture in the county	Learner describes the aspects of traditional culture in the county with examples	Learner describes the aspects of traditional culture in the county	Leaner describes some of the aspects of traditional culture in the county	Learner struggles to describes the aspects of traditional culture in the county
Ability to narrate the history of the school	Learner narrates the history of the school, highlighting significant events in the history of the school	Learner narrates the history of the school	Learner narrates the history of the school omitting some details	Learner struggles to narrate the history of the school

STRAND 4.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Resources and Economic Activities	**4.1 Economic activities in the County** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) Explore the main resources found in the county, b) identify the main economic activities carried out in the county, c) explain the importance of economic activities carried out in the county, d) participate in economic activities in the locality, e) appreciate the economic activities in the county.	The learner is guided to: ● brainstorm on the economic activities in the county, ● make posters on the economic activities carried out in the county, ● discuss the importance of economic activities in the county, ● participate in appropriate economic activities in the locality, ● create and recite poems or songs on the economic activities in their county.	How can we conserve the resources found in the county?

Core Competencies to be developed: ● Collaboration: Learners participate in appropriate economic activities in the locality. ● Learning to Learn: Learners shares ideas and make posters on the economic activities carried out in the county
Values: Patriotism: Learners participate in the economic activities in the locality
Pertinent and Contemporary Issues (PCIs): Creative and critical thinking: Learners create and recite poems or songs on the economic activities in their county
Links to other Learning Areas: ● Agriculture: learners participate in economic activities ● Pre-technical Studies: Learners identify the importance of economic activities

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Economic Activities	**4.2 Industries in the County** (6 lessons)	By the end of the sub-strand the learner should be able to; a) identify industries in the county, b) explain the benefits of industries in the county, c) locate industries in the county d) recognise the role of industries in the county.	The learner is guided to: ● share the industries in the county, ● discuss the benefits of industries in the county, ● locate industries in the county, ● visit an industry to learn its benefits in the county, ● create a poster of the industry visited and display in class, ● Compose poems on the benefits of industries in the county.	How can a county benefit from its industries?

Core Competencies to be developed:
Creativity: Learners create a poster of the industry visited and display in class

Values:
- Patriotism: Learners portray citizenship as they visit an industry to learn about its benefits in the county.
- Integrity: Learners develop honesty as they utilise resources prudently while creating a poster of the industry visited and displaying in class

Pertinent and Contemporary Issues (PCIs):
Safety: Learners exercise caution as they visit an industry to learn its benefits in the county.

Links to other Learning Areas:
Science and Technology: Learners explain benefits of industries in the county

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Economic Activities	**4.3 Enterprise Project at School** (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the projects that can be initiated at school, b) participate in initiating an enterprise project at school, c) uphold ethics and collective efforts in managing enterprise projects at school.	The learner is guided to: ● brainstorm enterprise projects that can be undertaken at school, ● plan and undertake a viable enterprise project at school, ● design personal protective equipment for safety on the roads using locally available materials, ● participate in the initiation and management of the enterprise project in the school, ● share responsibilities on the planned enterprise project, ● discuss ethical practices to be observed in managing	How are enterprise projects managed in school?

			the enterprise project, ● showcase the school project.	

Core Competencies to be developed:

- Communication and collaboration: Learners share responsibilities on the planned enterprise
- Creativity and imagination: Learners identify a viable project enterprise at school

Values:

- Responsibility: Learners engage in the assigned roles and duties as they undertake the enterprise project at school and evaluate its success
- Integrity: Learners develop accountability as they participate in the initiation and management of the enterprise project in the school

Pertinent and Contemporary Issues (PCIs):

Creative and critical thinking: Learners undertake the enterprise project at school and showcase the outcomes.

Links to other Learning Areas:

Mathematics: Learners plan and undertake a viable enterprise project at school.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the importance of economic activities carried out in the county	Learner explains the importance of economic activities carried out in the county with examples	Learner explains the importance of economic activities carried out in the county	Learner explains the importance of economic activities carried out in the county leaving out some details	Learner struggles to explain the importance of economic activities carried out in the county
Ability to identify industries in the county	Learner identifies industries in the county with examples	Learner identifies industries in the county	Learner identifies some industries in the county	Leaner struggles to identify industries in the county
Ability to identify the projects that can be initiated at school	Learner identifies projects that can be initiated at school with examples	Learner identifies the projects that can be initiated at school	Learner identifies some of the projects that can be initiated at school	Learner can hardly identify the projects that can be initiated at school

STRAND 5: CITIZENSHIP AND GOVERNANCE IN KENYA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	**5.1 Good Citizenship in School** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify qualities of a good citizen in school, b) develop qualities of good citizenship in school, c) appreciate qualities of good citizenship in school.	The learner is guided to: ● brainstorm qualities of a good citizen in school, ● use digital or print resources to identify qualities of a good citizen in school, ● role-play qualities of a good citizen in a school, ● engage a role model in the community and discuss good citizenship, ● design a poster with qualities of a good citizen in school, ● write an essay on qualities of a good citizen and share in class.	How can we demonstrate good citizenship in school?

Core Competencies to be developed: Citizenship: Learners role-play qualities of a good citizen in school
Values: Unity: Learners design a poster with qualities of a good citizen in school
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners develop harmonious coexistence as they discuss how to become a good citizen in school
Links to other Learning Areas: English: Learners apply writing skills as they write an essay on a good digital citizen *(using technology in a positive way)* and share the essays in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Citizenship and Governance in Kenya	**5.2 Peace** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify factors that promote peace in school, b) develop strategies of living in peace with others in school, c) desire to uphold peace in school.	The learner is guided to: ● discuss factors that promote peace in school, ● create messages on strategies of living in peace with others in school, ● use digital or print resources to find out examples of peace activities undertaken in schools *(peace gardens/nature trails, peace corners, peace competition essays),* ● design posters with peace-building messages, ● participate in peacebuilding activities ● find out from parents and guardians how they can uphold peace.	1. How can we live in peace with others in school? 2. Why is it important to plan for a peacebuilding activity in school?

Core Competencies to be developed:

- Critical thinking: Learners create messages on strategies of living in peace with others in school.
- Problem solving: Learners participate in peace building activities in school.

Values:

- Patriotism: Learners design posters with peacebuilding messages
- Peace: Learners show respect as they participate in peacebuilding activities

Pertinent and Contemporary Issues (PCIs):

Coping with emotions: Learners identify factors that promote peace in school

Links to other Learning Areas:

Religious Education: Learners apply religious concept of peace as they discuss ways of promoting peace in school

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Citizenship and Governance in Kenya	**5.3 Child Rights** (4 lessons) - *Early and forced marriages* - *Female genital mutilation* - *Slavery* - *Child trafficking* - *Child/forced labour* - *Sexual abuse,* - *Abuse of children with special needs* - *Unauthorised school transport*	By the end of the sub-strand, the learner should be able to: a) outline forms of child abuse in the community, b) explain the causes of child abuse in the community. c) explain effects of child abuse in the community, d) desire to promote child rights and responsibilities in the school.	The learner is guided to: ● brainstorm forms of child abuse in the community, ● use digital or print resources to find out the causes of child abuse in the community, ● discuss effects of child abuse in the community, ● design posters on the effects of child abuse in the community, ● sing songs and recite poems on the protection of self and others from child abuse in the community, ● create awareness on use of authorised school transport practices to peers, ● participate in activities that promote child rights in the school.	1. How can harmful cultural practices violate child rights in the community? 2. How can we protect ourselves from child abuse?

Core Competencies: Self-Efficacy: Learners participate in activities that promote child rights in the school
Values: Responsibility: Learners design posters on the effects of child abuse in the community,
Pertinent and Contemporary Issues (PCIs): Gender Issues: Learners identify the causes of child abuse in the community.
Links to other Learning Areas: Religious Education: Learners participate in activities that promote child rights in the school.

Suggested Assessment Rubrics

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify qualities of good citizenship in school	Learner identifies qualities of good citizenship in school with examples	Learner identifies qualities of good citizens in school	Learner identifies some qualities of good citizens in school	Learner has challenges identifying the qualities of good citizens in school
Ability to develop strategies of living in peace with others in school	Learner develops strategies of living in peace with others in school citing with examples	Learner develops strategies of living in peace with others in school	Learner develops some strategies of living in peace with others in school	Learner has challenges developing strategies of living in peace with others in school
Ability to explain effects of the seven forms of child abuse in the community	Learner explains effects of the seven forms of child abuse in the community with examples	Learner explains effects of the seven forms of child abuse in the community	Learner explains effects of 4-6 forms of child abuse in the community	Learner explains effects of less than 4 forms of child abuse in the community

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	**5.4 Democracy in school (3 lessons)**	By the end of the sub-strand the learner should be able to: a) identify democratic processes in the school, b) explain the benefits of democracy in school, c) practise democratic elements in school, d) appreciate democratic practices in school.	The learner is guided to: ● brainstorm democratic processes in school, ● prepare a chart showing the democratic processes in the school, ● discuss benefits of democracy in school, ● prepare posters with benefits of democracy in school, ● carry out a mock election of leaders in class, ● engage a resource person to learn the elements of democratic practices in school.	1. How can we practise democracy in school? 2. Why is democracy important in a school?

Core Competencies to be developed: Learning to learn: Learners prepare a chart showing the democratic processes in the school,
Values: Unity: Learners develop inclusivity and respect others' opinions as they discuss benefits of democracy in school.
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners develop harmonious coexistence as they carry out a mock election of leaders in class
Links to other Learning Areas: Creative Arts: Learners prepare posters with the benefits of democracy in school

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	**5.5 Children's Government in school (4 lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the composition of Children's Government in school, b) describe the functions of the Children's Government in school, c) participate in Children's Government in school, d) respect Children's Government in school.	The learner is guided to: ● brainstorm the composition of Children's Government in school, ● write the structure of the Children's Government, ● share experiences in groups on functions of Children's Government in school, ● role-play the functions of Children's Government, ● write a composition on ways of participating in Children's Government in school, ● simulate the Children's Government in session in school, ● share on how to respect Children's Government.	1. Why is it important to have a Children's Government in school? 2. How can we support Children's Government in school?

Core Competencies to be developed: ● Citizenship: citizenship is developed as learners simulate the Children's Government in session in school, ● Collaboration: Learners share experiences on functions of Children's Government in school.
Values: ● Integrity: Learners simulate the Children's Government in session in school ● Social Justice: Learners accord privileges without favour as they role-play the functions of Children's Government
Pertinent and Contemporary Issues (PCIs): Governance: Learners describe the functions of Children's Government in school
Links to other Learning Areas: Learners apply writing skills as they write a composition on ways of supporting Children's Government in school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	**5.6 Community Leadership** (5 Lessons) - *Religious leaders* - *Clan leaders* - *village leaders*	By the end of the sub-strand, the learner should be able to: a) identify leaders in the community, b) explain the duties of leaders in the community, c) demonstrate qualities of good leadership in the community, d) appreciate good leadership in the community.	The learner is guided to: ● name leaders in the community ● discuss duties of community leaders and make class presentation, ● engage a resource person to discuss the qualities of a good community leader and report, ● role-play qualities of good leadership in the community, ● design and display a poster with qualities of good leadership in the community, ● Compose songs on good leadership in the community.	Why is it important for leaders to have good qualities?

Core Competencies:

- Creativity: Learners design and display a poster with qualities of good leadership in the community,
- Learning to learn: Learners engage a resource person to discuss the qualities of a good community leader and report.

Values:

Integrity: Learners role-play qualities of good leadership in the community.

Pertinent and Contemporary Issues (PCIs):

- Leadership: Learners engage a resource person to discuss the qualities of a good community leader and report.

Links to other Learning Areas:

- Creative Arts as they design and display a poster with qualities of good leadership in the community.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	**5.7 The County Governments in Kenya** (6 lessons)	By the end of the sub-strand the learner should be able to: a) identify the structure of county government, b) explain the duties of County Governor in Kenya, c) explain the roles of a member of county assembly, d) appreciate the County Government in Kenya.	The learner is guided to: ● brainstorm the leaders of county government in Kenya ● outline the structure of the county government ● draw the structure of the county assembly in Kenya ● discuss the duties of the governor and a member of the county assembly, ● watch video clips or visit county government offices to learn administrative structure.	1. Why is a county government important in Kenya? 2. What are the duties of ward and village administrators?

Core Competencies: Learning to Learn: Learners engage a resource person to discuss duties of the governor and the roles of a member of county assembly
Values: Respect: Learners understand and appreciate leaders as they discuss in groups the roles of members of the county assembly *(MCAs)*
Pertinent and Contemporary Issues (PCIs): Governance: Learners learn the structure of county government and discuss the duties of the governor and members of the county assembly,
Links to other Learning Areas: Creative Arts: as learners draw the structure of the county government

Suggested Assessment Rubrics

Level / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify democratic processes in school	Learner identifies democratic processes in school with examples	Learner identifies democratic processes in school	Learner identifies some democratic processes in school	Learner has challenges identifying democratic processes in school
Ability to describe the functions of the Children's Government in school	Learner describes the functions of the Children's Government in school with examples	Learner describes the functions of the Children's Government in school	Learner describes some functions of the Children's Government in school	Learner has challenges describing the functions of the Children's Government in school
Ability to demonstrate qualities of good leadership in the community.	Learner demonstrates qualities of good leadership in the community with examples	Learner demonstrates qualities of good leadership in the community	Learner demonstrates some qualities of good leadership in the community	Learner has challenges demonstrating qualities of good leadership in the community
Ability to explain the roles of a member of county assembly	Learner explains the roles of a member of county assembly with examples	Learner explains the roles of a member of county assembly	Learner explains some roles of a member of county assembly	Learner has challenges explaining the roles of a member of county assembly

Appendix I: CSL Guidelines at Upper Primary (Grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
1) Preparation ● Map out the targeted core competencies, values and specific learning area skills for the CSL activity ● Identify resources required for the activity (locally available materials) ● Stagger the activities across the term (set dates and time for the activities) ● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community ● Identify and develop assessment tools

2) **Implementation of the CSL Activity**

- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback**.**
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and learning area skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually.** The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning

and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX II: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND SUGGESTED NON-FORMAL ACTIVITIES

Strand	**Sub-Strand**	**Suggested assessment methods**	**Suggested Learning Resources**	**Suggested Non-formal Activities**
1.0 Natural and built environment	1.1. Compass direction	a) Oral questions b) Written tests c) Observation	• Resource persons. • Maps • Nails • Carton box • Approved textbooks and other printed resources	• Visit weather station
	1. 2 Location and size of the County	a) Oral questions b) Observation c) Written tests	• Digital resources. • Maps of a county • Strings • Marker pens • Tracing paper • Approved textbooks and other printed resources	• Draw and display county maps
	1.3 Physical features in the County	a) Oral questions b) Written tests c) Observation	• Digital resources. • Flip charts/manila papers • Maps • Approved textbooks	• Visit nearby environment
	1.4 Seasons in the county	a) Oral questions b) Observations	• Digital resources • Approved textbooks and	• Visit a weatherman

		c) Written tests	other printed resources ● Resource person ● weather charts	
	1.5 Historic built environments	a) Oral questions b) Written tests c) Portfolio	● Digital resources ● Maps ● Approved textbooks and other printed resources	● Visit nearby historical sites
	2.1 Inter-dependence of people in the County	a) Oral questions b) Observation c) Written tests d) Checklists	● Approved textbooks and other printed resources	Conduct a civic dialogue with chief barazas
	2.2 Population distribution in the County	a) Oral questions b) Written tests c) Observation	● Digital resources ● Flip charts/manila papers ● Approved textbooks ● Maps	● Visit market place
3.0 Culture and Social Organisations	**3.1** Aspects of Traditional Culture in the County.	a) Oral Questions b) Observation c) Anecdotal records	● Photographs, pictures and paintings ● Vetted digital resources ● Approved textbooks and other printed resources. ● Museum and monuments	● Attend music festivals

	3.2 The School	a) Checklist b) Observation c) Written tests. d) Oral questions e) Aural questions	• Chart • Maps • Photographs	• Take photographs of school
4.0 Resources and Economic Activities	4.1 Economic Activities in the County	a) Oral questions b) Observations c) Written tests	• Approved textbooks and other printed resources • Photographs	• Visit a nearby resource person
	4.2 Industries in the County	a) Oral questions b) Observation c) Written tests	• Internet resources • Approved textbooks and other printed resources • TV/Video	• Visit a factory/cottage industry in nearby area
	4.3 Enterprise Project in School	a) Oral questions b) Observations c) Written tests	• Posters • Flip charts/ manilla papers. • Resource person • Approved textbooks and other printed resources	• Start a project at home
	4.4 African Diaspora	a) Oral questions b) Observation c) Written tests	• Internet. • Approved textbooks and other printed resources	• Visit resource person

5.0 Governance in Kenya	5.1 Good Citizenship in school	a) Oral questions b) Observation c) Written tests	• Internet • Approved textbooks and other printed resources. • Resource person.	• Participate in clubs
	5.2 Peace	a) Oral questions b) Observation c) Written tests	• Digital or print resources • Approved textbooks and other printed resources • Posters	• Visit chief barazas on peace
	5.3 Human Rights	a) Oral questions b) Observation c) Written tests	• Internet • Approved textbooks and other printed resources. • Resource person.	• Visit a resource person • Create awareness on use of authorised school transport practices to peers
	5.4 Democracy in school	a) Oral questions b) Observation c) Written tests	• Internet/TV • Resource person • Approved textbooks and other printed resources.	• Participation in school election
	5.5 Children's Government in School	a) Oral questions b) Observations c) Written tests	• Posters • Flip charts/ Manilla papers • Resource person	• Election of pupils' leaders

			• Approved textbooks and other printed resources	
	5.6 Community leadership	a) Oral questions b) Observation c) Written tests	• Internet/TV • Resource person • Approved textbooks and other printed resources	• Visit local chief/ subchief/ nyumba kumi leader
	5.7 The County Governments in Kenya	a) Oral questions b) Observation c) Written tests	• Internet • Resource person • Approved textbooks and other printed resources	• Visit County Assembly