Social studies schemes of work

Standard Six Term I

**References**

1. Our Lives Today pupil’s book 6
2. Our Lives Today teacher’s guide book 6

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WEEK | LESSON | TOPIC | | SUB-TOPIC | OBJECTIVES | | ACTIVITIES | ACTIVITIES | RESOURCES | REFERENCES | ASSESSMENT | REMARKS |
| 1 | REPORTING AND PREPARATION | | | | | | | | | | |  |
| 2 | 1 | The physical environment Map reading | | countries neighbouring Kenya | By the end of the lesson the learner should be able to **identify name countries neighbouring Kenya** | | Observing maps  Identifying symbols  Drawing symbols  Interpreting a map | Observing maps  Identifying symbols  Drawing symbols  Interpreting a map | Sketch maps  Charts showing symbols  Wall maps | OLT PBK6 PG 2-4  OLT TGP1 | written exercise |  |
| 2 | Map reading | | map reading | By the end of the lesson the learner should be able to **locate countries of east Africa on the map** | | Observing map  Drawing regions  Calculating area | Observing map  Drawing regions  Calculating area | Sketch maps  Charts showing symbols  Wall maps | OLT PBK 6PG 4-6  OLT TGP1-2 | Drawing exercise |  |
| 3 | Map reading | | Map interpretation | By the end of the lesson the learner should be able to **interpret the use of scale on a map** | | Observing maps  Identifying symbols  Drawing symbols  Interpreting a map | Observing maps  Identifying symbols  Drawing symbols  Interpreting a map | Sketch maps  Charts showing symbols  Wall map | OLT PBK 6PG 6-9  OLT TGP3 | Filling in blankspace |  |
| 4 | Map reading | | Map interpretation | By the end of the lesson the learner should be **able read and interpret maps** using colour and other symbols | | Identifying types of scale  Drawing symbols  Interpreting a map  Measuring | Identifying types of scale  Drawing symbols  Interpreting a map  Measuring | Local environment  Sketch maps  Charts showing colour, symbols | OLT PBK 6PG 9-10 OLT TG6P1-4 | written exercise |  |
| 5 | Map reading | | longitudes and latitudes | By the end of the lesson the learner should be able to **interpret the location of east Africa using longitudes and latitudes** | | Observing chart  Identifying  Drawing  Discussion  explanation | Observing chart  Identifying  Drawing  Discussion  explanation | Sketch maps  Wall maps | OLT PBK6 PG 10-12  OLT TG6P1-4 | Drawing exercise |  |
| 3  4 | 1-2 | Map reading | | position size and shape of East Africa | By the end of the lesson the learner should be able to **identify the location and size of East Africa** | | Observing chart  Identifying  Drawing  Discussion | Observing chart  Identifying  Drawing  Discussion | Sketch maps  Charts showing symbols  Wall maps | OLT PBK6 PG 12-14  OLT TGP1-4 | Filling in blankspace |  |
| 3 | Map reading | | position size and shape of East Africa | By the end of the lesson the learner should be able to **draw the shape of East Africa** | | Observing chart  Identifying  Drawing  Discussion  explanation | Observing chart  Identifying  Drawing  Discussion  explanation | Pictures  Charts showing symbols  Wall maps | OLT PBK6 PG 17-18  OLT TGP6-7 | written exercise |  |
| **4-5** | **Physical features in East Africa** | | Distribution of physical features | By the end of the lesson the learner should be able to **identify the main physical features in East Africa** | | Explanation  Interpreting a map features  Questioning | Explanation  Interpreting a map features  Questioning | Maps  Charts showing symbols  Wall maps | OLT PBK 6PG18-23  OLT TGP8 | Drawing exercise |  |
| 1-2 | **Physical features in Africa** | | The Rift Valley | By the end of the lesson the learner should be able to **describe the formation of some physical features** | | Explanation  Identifying ways physical feature affect human activities | Explanation  Identifying ways physical feature affect human activities | Maps  Charts showing symbols  Wall maps | OLT PBK6 PG 23-24  OLT TGP9 | Filling in blankspace |  |
| 3-5 | **Physical features in East Africa** | | Formation of mountains | By the end of the lesson the learner should be able to **identify and describe the formation of mountains** | | Observing chart  Identifying  Drawing  Discussion | Observing chart  Identifying  Drawing  Discussion | Maps  Charts showing symbols  Wall maps | OLT PBK6 PG 25-26  OLT TGP10 | written exercise |  |
| 5 | 1-2 | **Physical features in Africa** | | Formation of plateaus | By the end of the lesson the learner should be able to **describe the formation of plateaus in East Africa** | | Discussion  Observing chart  Identifying  Drawing | Discussion  Observing chart  Identifying  Drawing | Maps  Charts showing symbols  Wall maps | OLT PBK6 PG 25-4  OLT TG6P10 | Drawing exercise |  |
| 6  7  8 | 3-5 | **Physical features in Africa** | | importance of physical features | By the end of the lesson the learner should be able to **identify and describe importance of physical features** | | Observing chart  Identifying  Drawing  Discussion | Observing chart  Identifying  Drawing  Discussion | Charts  Wall maps  Diagrams from pupils book | OLT PBK6 PG 26  OLT TG6P11 | Filling in blankspace |  |
| 1-2 | **Relief regions** | | Factor influencing climate | By the end of the lesson the learner should be able to **identify and describe relief regions of East Africa** | | Observing chart  Identifying  Drawing  Discussion | Observing chart  Identifying  Drawing  Discussion | Pictures  Wall maps  Diagrams from pupils book | OLT PBK6 PG 27  OLT TG6P11 | written exercise |  |
| 3-5 | **Climate** | | climatic regions | By the end of the lesson the learner should be able to **identify and describe climatic regions of East Africa** | | Explanation  Identifying factor influencing weather  Discussion | Explanation  Identifying factor influencing weather  Discussion | Weather instruments  Weather chats  Wall maps | OLT PBK6 PG 28  OLT TG6P11 | Drawing exercise |  |
| 5 | **Climate** | | climatic regions | By the end of the lesson the learner should be able to **identify , locate and describe climatic regions of East Africa** | | Observing chart  Identifying  Drawing  Discussion | Observing chart  Identifying  Drawing  Discussion | Pictures of 5the early man  Diagrams from pupils book | OLT PBK6 PG 28-29  OLT TGP12 | Filling in blankspace |  |
| 1-5 | revision | | Revision | By the end of the lesson the learner should be able **revise the work covered in the topic physical environment, physical features and climate** | | Observing chart  Identifying  Drawing  Discussion | Observing chart  Identifying  Drawing  Discussion | Pictures of | OLT PBK6 PG 29-30  OLT TG6P12 | written exercise |  |
| 1-3 | Climate | | factors affecting climate | By the end of the lesson the learner should be able **name factor that affect climate**  **-describe how these factors affect climate** | | Explanation  Observing chart  Identifying  Drawing | Explanation  Observing chart  Identifying  Drawing | Pictures  Diagrams from pupils book | OLT PBK6 PG -30  OLT TG6P12 | Drawing exercise |  |
| 4-5 | Climate | | weather instruments | By the end of the lesson the learner should be able to **name and identify weather measuring instruments in east Africa** | | Explanation  Discussion  Observation | Explanation  Discussion  Observation | Observing chart  Identifying  Drawing | OLT PBK6 PG -31  OLT TG6P12 | Filling in blankspace |  |
| 5 | Climate | | Weather instruments  barometer and anemometer | By the end of the lesson the learner should be able to **draw weather measuring instruments in east Africa** | | Explanation  Identifying  Discussion  Observation | Explanation  Identifying  Discussion  Observation | Diagrams from pupils book  Map of town and villages | OLT PBK6 PG 32  OLT TG6P13 | written exercise |  |
| 9  10 | 1-2 | climate | | Weather recording | By the end of the lesson the learner should be able to **practice the recording of weather** | | ACTIVITIES | * Observing * Discussion * Explanation * Questioning | * PAPER CUTTING | OLT PBK6 PG32-33 | Drawing exercise |  |
| 3-4 | Climate | | Impact of climate on human activities | By the end of the lesson the learner should be able to **state the impact of climate on human activities** | | -answering questions  -asking questions  - revision | * Observing maps * Identifying * Discussion | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK6 PG34 | written exercise |  |
| **5** | Climate | | factors influencing climatic change | By the end of the lesson the learner should be able to **state the factors that influence climatic change** | | Observing maps  Identifying symbols  Drawing symbols  Interpreting a map | * Discussion * Explanation * Questioning | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK6 PG35-36 | Drawing exercise |  |
| 1-2 | **vegetation** | | types of vegetation | By the end of the lesson the learner should be able **to identify and describe the type of vegetation** | | Observing map  Drawing regions  Calculating area | * Identifying * Drawing * Discussion * explanation | * Diagrams from pupils book * Local environment | OLT PBK6 PG37-38 | Filling in blankspace |  |
| 3-5 |  | | Factors influencing vegetation distribution | By the end of the lesson the learner should be able to  **state factors influencing vegetation distribution** | | Observing maps  Identifying symbols  Drawing symbols  Interpreting a map | * Observing maps * Identifying * Discussion | * Diagrams from pupils book * Local environment | OLT PBK8 PG6 pg38-40 | written exercise |  |
| 11 | 1-2 | **People and population in East**  **Africa** | | Classification of major language group | By the end of the lesson the learner should be able to **locate area of major language group on the map** | | Identifying types of scale  Drawing symbols  Interpreting a map  Measuring | * Observing chart * Identifying * Drawing * Discussion * explanation | * Charts showing symbols * Wall maps | OLT PBK6 PG41-42 | Drawing exercise |  |
| 3-5 | Factors influencing population growth | | migration and settlement | By the end of the lesson the learner should be able to **trace the migration routes and explain the reason for migration** | | Observing chart  Identifying  Drawing  Discussion  explanation | * Observing maps * Discussion * Explanation * Questioning | Diagrams from pupils book   * Population pyramids | OLT PBK6 PG 43  OLT SSTG PG 19 | Filling in blankspace |  |
| 12 | 1-3 | Factors influencing population growth | | population distribution | By the end of the lesson the learner should be able **to identify factors influencing population distribution** | | Observing chart  Identifying  Drawing  Discussion | * Observing maps * Discussion * Explanation * Questioning | * Maps * Charts showing symbols * Wall maps | OLT PBK 6PG 44  OLT SSTG PG 19 | written exercise |  |
| 4 | Population growth | | East African’s population distribution | By the end of the lesson the learner should be able to **explain factors influencing population distribution** | | Observing chart  Identifying  Drawing  Discussion  explanation | * Observing chart * Identifying * Drawing | * Diagrams from pupils book   Local environment | OLT PBK 6PG 45  OLT SSTG PG 17 | Drawing exercise |  |
| 5 | Population growth | | impact of population growth | By the end of the lesson the learner should be able to **identify impact of rapid population growth** | | Explanation  Interpreting a map features  Questioning | * Identifying ways physical feature affect human activities | * Diagrams from pupils book * Local environment | OLT PBK 6PG 46  OLT SSTG6PG 17 | Filling in blankspace |  |
| 13 | | 1 |  |  | |  |  |  |  |  |  |  |
| 2 | Revision /Exams | Revision work covered in the term | | By the end of the lesson the learner should be able to **answer questions based on the work covered** | * Revision * Asking and answering question |  | * Revision paper * Book exercises | OLT PBK7 PG2-56  OLT TG 6PG | Drawing exercise |  |
| 3 |  |  | |  |  |  |  |  |  |  |

Social studies schemes of work

Standard Six Term II

**References**

1. Our Lives Today pupil’s book 6
2. Our Lives Today teacher’s guide book 6

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WEEK | | LSN | | **TOPIC** | | SUB TOPIC | OBJECTIVIES | TEACHER’S ACTIVITIES | | | * LEARNER’S ACTIVITIES | | | RESOURCES | REFERENCES | | REMARKS |
| 1 | | REPORTINGAND PREPARATIONS | | | | | | | | | | | | | | |  |
| 2 | | 1 | |  | | Revision | By the end of the lesson the learner should be able to **revise the work covered in term one** | | * Discussion * observation * Questioning | | | * Discussion * observation * Questioning | | * Diagrams from pupils book * Local environment | | OLT PBK6 PG 57  OLT SSTG 6PG 18 |  |
| 2-3 | | **Social relations and cultural activities**  The school | | School history | By the end of the lesson the learner should be able to **define the term school and describe the history of the school** | | * Explanation * Comparing * Discussion * Observing * Questioning | | | * Explanation * Comparing * Discussion * Observing * Questioning | | * Diagrams from pupils book * The school | | OLT PBK6 PG 58-  OLT SSTG 6PG 20 |  |
| 4-5 | | The school | | school routine | By the end of the lesson the learner should be able to **identify and describe the school routine** | | * Explanation * Describing * Discussion * Observation | | | * Explanation * Describing * Discussion * Observation | | * Pictures from the book * Resource person | | OLT PBK6 PG 56  OLT SSTG6 PG 22 |  |
| 3 | | 1-2 | | **The school** | | The role of the school in the society | By the end of the lesson the learner should be able **to state the contribution of the community in school development** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Diagrams from pupils book | | OLT PBK6 PG 58  OLT SSTG 6PG 22 |  |
| 3 | | **The family** | | the family need | By the end of the lesson the learner should be able to **identify the needs of a family**  members | | * Explanation * Observing chart * Identifying | | | * Explanation * Observing chart * Identifying | | * Diagrams from pupils book | | OLT PBK6 PG57  OLT TG PG |  |
| 4-5 | | The family | | role and responsibilities of family members | By the end of the lesson the learner should be able to **explain the role and responsibilities if family members** | | * Explanation * Discussion * Observation | | | * Explanation * Discussion * Observation | | * Diagrams from pupils book * Family pictures | | OLT PBK6 PG58  OLT TG PG |  |
| 4 | | 1 | | **The clan system** | | clan formation | By the end of the lesson the learner should be able to **explain how the clans were formed** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Sketch maps * Charts showing symbols * Wall map | | OLT PBK6 PG61  OLT TG 6P |  |
| 2-3 | |  | | Functions of a clan | By the end of the lesson the learner should be able to **identify and describe the functions of a clan** | | * Observing chart * Discussion * explanation | | | * Observing chart * Discussion * explanation | | * Sketch maps * Charts showing symbols * Wall maps | | OLT PBK6 PG62  OLT TG 6PG |  |
| 3-4 | | **Resources and economic activities** | | Agriculture cash crops | By the end of the lesson the learner should be able to **state the conditions for growth of coffee in Kenya and Ethiopia** | | * Observing chart * Discussion * explanation | | | * Observing chart * Discussion * explanation | | * Sketch maps * Charts showing where coffee are grown | | OLT PBK6 PG63  OLT TG 6PG |  |
| 5 | | Agriculture | | coffee | By the end of the lesson the learner should be able **state the economic importance of coffee in Kenya and Ethiopia** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Local environment * Sketch maps * Charts | | OLT PBK6 PG64  OLT TG PG6 |  |
| 5 | | 1-2 | | Agriculture | | maize in Kenya and Tanzania | By the end of the lesson the learner should be able to **state the condition favouring growth of maize in Kenya and Tanzania** | | * Observing chart * Discussion * explanation | | | * Observing chart * Discussion * explanation | | * Charts | | OLT PBK7 PG66  OLT TG PG |  |
| 3 | | agriculture | |  | By the end of the lesson the learner should be able to **state economic importance of maize in both countries** | | * Observing chart * Identifying * explanation | | | * Observing chart * Identifying * explanation | | * Pictures * Charts showing maize growing * Wall maps | | OL66T PBK6 PG  OLT TG PG |  |
| 4-5 | | Agriculture | | banana in Kenya and Uganda | By the end of the lesson the learner should be able to **state the condition favouring growth of banana in Kenya and Uganda and its contribution to the economy** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Maps * Charts showing symbols * Wall maps | | OLT PBK6 PG68  OLT TG PG |  |
| 1-2 | | Agriculture | | Sisal growing in Kenya and Tanzania | By the end of the lesson the learner should be able to **identify condition favouring growth of sisal in Kenya and Tanzania** | | * Explanation * Interpreting a map features * Questioning | | | * Explanation * Interpreting a map features * Questioning | | * Maps * Charts showing symbols * Wall maps | | OLT PBK6 PG70  OLT TG PG |  |
| 3 | | Agriculture | | sisal | By the end of the lesson the learner should be able to **identify the contribution of sisal in Kenya and Tanzania** | | * Explanation * Observing chart * Identifying | | | * Explanation * Observing chart * Identifying | | * Maps * Charts showing symbols * Wall maps | | OLT PBK6 PG70  OLT TG PG |  |
| 4-5 | | sugarcane in Kenya and Sudan | | sugar cane | By the end of the lesson the learner should be able to **state the condition favouring growth of sugarcane in Kenya and Sudan and its contribution to the economy** | | * Explanation * Identifying condition s for sugar cane growth | | | * Explanation * Identifying condition s for sugar cane growth | | * Maps * Charts showing sugar canes Diagrams from pupils book | | OLT PBK6 PG71  OLT TG PG |  |
| 7 | | 1-2 | |  | | Beef farming in Kenya and Tanzania | By the end of the lesson the learner should be able to **identify areas where beef is kept in Kenya and Tanzania and the problem facing beef farming** | | * Discussion * observation * Questioning | | | * Discussion * observation * Questioning | | * Maps * Wall maps * Diagrams from pupils book | | OLT PBK6 PG72  OLT TG PG |  |
| 8 | | 3 | |  | |  | By the end of the lesson the learner should be able to **state benefits of beef farming in Kenya and Tanzania** | | * Explanation * Questioning | | | * Explanation * Questioning | | * Charts showing beef farming * Diagrams from pupils book | | OLT PBK6 PG73  OLT TG PG |  |
| 4-5 | |  | | pastoralism in Kenya and Uganda | by the end of the lesson the learner should be able to **identify areas where pastoral farming in Kenya and Uganda takes place and the problem facing it** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Diagrams from pupils book | | OLT PBK6 PG74  OLT TG PG |  |
| 1-2 | |  | |  | By the end of the lesson the learner should be able to state **the development taking place in pastoral areas** | | * Drawing * Discussion * explanation | | | * Drawing * Discussion * explanation | | * Wall maps * Diagrams from pupils book | | OLT PBK7 PG75  OLT TG PG |  |
| 9 | | 3-4 | | mining | | Copper in Uganda | By the end of the lesson the learner should be able to **identify the location of copper in Uganda and describe how it is mined** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Maps * Charts showing symbols * Wall maps | | OLT PBK6 PG76  OLT TG PG |  |
| 5 | |  | | Copper in Uganda | By the end of the lesson the learner should be able to **state the contribution of copper to the economy of Uganda** | | * Observing chart * Identifying * Drawing | | | * Observing chart * Identifying * Drawing | | * Wall maps * Diagrams from pupils book | | OLT PBK6 PG77  OLT TG PG |  |
| 1-2 | |  | | Diamond in Tanzania | By the end of the lesson the learner should be able to **identify the location of diamond in Tanzania and describe how it is mined** | | * Explanation * observation * Questioning | | | * Explanation * observation * Questioning | | * Wall maps   Diagrams from pupils book | | OLT PBK7 PG78  OLT TG PG |  |
|  | | 3 | |  | |  | By the end of the lesson the learner should be able to **state the contribution if diamond to the economy of Tanzania** | | * Discussion * observation * Questioning | | | * Discussion * observation * Questioning | | * Maps * Charts showing diamond mining | | OLT PBK6 PG80-84  OLT TG PG |  |
| 10  11 | | 4-5 | |  | | Salt in Kenya | By the end of the lesson the learner should be able to **identify the location of salt in Kenya and describe how it is mined** | | * Identifying method of extraction * Discussion | | | * Identifying method of extraction * Discussion | | * Wall maps * Diagrams from pupils book | | OLT PBK6 PG85  OLT TG PG |  |
| 1-2 | |  | |  | By the end of the lesson the learner should be able to **state the contribution of salt to the economy of Kenya** | | * Explanation * Discussion * Observation | | | * Explanation * Discussion * Observation | | * Wall maps * Diagrams from pupils book | | OLT PBK6 PG85  OLT TG PG |  |
| 3 | |  | | Problems facing mining | By the end of the lesson the learner should be able to **identify problems facing mining in east Africa** | | * Explanation * Discussion * Observation | | | * Explanation * Discussion * Observation | | * Wall maps * Diagrams from pupils book | | OLT PBK6 PG86  OLT TG PG |  |
| 45- | |  | | Effects of mining | By the end of the lesson the learner should be able **to identify effects of mining to the environment and suggest conservation measures** | | * Explanation * Discussion * Observation | | | * Explanation * Discussion * Observation | | * Pictures of 5the early man * Diagrams from pupils book | | OLT PBK6 PG86  OLT TG PG |  |
| 1-2 | | Forestry | |  | By the end of the lesson the learner should be able **to locate major forest in east Africa and state the importance of forests** | | * Explanation * Discussion * Observation | | | * Explanation * Discussion * Observation | | * Picture forests | | OLT PBK6 PG88  OLT TG PG |  |
| 3 | |  | | Problem facing forests | By the end of the lesson the learner should be able to **identify problems facing forests and suggest conservation measures** | | * Explanation * Identifying problems facing forests | | | * Explanation * Identifying problems facing forests | | * Pictures of 5the forests * Diagrams from pupils book | | OLT PBK7 PG89  OLT TG PG |  |
| 4 | | Fishing | | Inland fishing | By the end of the lesson the learner should be able to **identify inland fishing grounds in East Africa** | | * Observing chart * Identifying * Fishing ground | | | * Observing chart * Identifying * Fishing ground | | * Pictures of fishing | | OLT PBK6 PG90  OLT TG PG |  |
| 5 | |  | |  | By the end of the lesson the learner should be able to **identify type of fish caught** | | * Explanation * Identifying * Discussion * Observation | | | * Explanation * Identifying * Discussion * Observation | | * Pictures of fishing from pupils book | | OLT PBK6 PG91  OLT TG PG |  |
| 12 | 1 | | Fishing | | Fishing | | By the end of the lesson the learner should be able to **identify major fishing grounds** | | | * Observing maps * Identifying fishing grounds | | | * Charts showing fishing grounds | | | OLT PBK6 PG 91  OLT TG PG |  |
| 2 | | Fishing | | problems faced in fishing | | By the end of the lesson the learner should be able to **explain the problem faced in inland fishing** | | | * Observing chart * Identifying * Drawing * Discussion | | | * Charts showing fishing grounds | | | OLT PBK6PG92  OLT TG PG |  |
| 3 | | Fishing | | sea fishing in Kenya and Tanzania | | By the end of the lesson the learner should be able to **identify problem faced by sea fishing in Kenya and Tanzania** | | | * Observing chart * Identifying * Drawing * Discussion | | | * Charts showing fishing grounds | | | OLT PBK6PG92  OLT TG PG |  |
| 4 | | Fishing | | Contribution of fisheries | | By the end of the lesson the learner should be able **list the contribution of fisheries to the economy** | | | * Observing chart * Identifying * Drawing | | | * Charts showing fishing grounds | | | OLT PBK6 PG92-92  OLT TG PG |  |
| 5 | | Fishing | | Problems | | By the end of the lesson the learner should be able to  **state the problems being experienced by fisheries** | | | * Observing chart * Identifying * Drawing | | | Charts showing fishing grounds | | | OLT PBK6 PG93  OLT TG PG |  |
| 13 | 1 | | Trade | | Factors influencing trade | | By the end of the lesson the learner should be able to **identify factors influencing trade in the region** | | | * Observing chart * Identifying * Drawing | | | * Sketch maps * Charts * Wall maps | | | OLT PBK6 PG94  OLT TG PG |  |
| 2 | | Trade | | Forms of regional trade and items | | By the end of the lesson the learner should be able to **identify forms of exchange in the regional trade and items traded** | | | * Observing chart * Identifying * Drawing * Discussion | | | * Pictures * Maps * Charts * Wall maps | | | OLT PBK6 PG95  OLT TG PG |  |
| 3 | | Trade | | Imports and exports | | By the end of the lesson the learner should be able **to name and explain imports and exports in the region** | | | * Observing chart * Identifying * Drawing * Discussion | | | * Maps * Charts * Wall maps | | | OLT PBK6 PG96  OLT TG PG |  |
| 4 | | Trade | | Benefits of regional trade | | By the end of the lesson the learner should be able to **explain the benefits of regional trade** | | | * Explanation * Interpreting a map features * Questioning | | | * Charts showing regional trade | | | OLT PBK6 PG 97  OLT TG PG |  |
| 5 | | Trade | | problems facing trade | | By the end of the lesson the learner should be able to **list problem facing trade in the region** | | | * Explanation * Discussion | | | * Diagrams from pupils book | | | OLT PBK6 PG 98  OLT TG PG |  |
| 14 | END TERM ONE EXAMINATIONS | | | | | | | | | | | | | | | |  |

Social studies schemes of work

Standard Six Term III

**References**

1. Our Lives Today pupil’s book 6
2. Our Lives Today teacher’s guide book 6

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WEEK | LESN | **TOPIC** | | SUBTOPIC | OBJECTIVIES | TEACHER’S ACTIVITIES | LEARNER’S ACTIVITIE | RESOURCES | REFERENCES | | ASSESSMENT | REMARKS |
| 1 | REPORTING AND PREPARATIONS | | | | | | | | | | | |
| 2 | 1 | **Resources and economic activities** | Transport and communication | | By the end of the lesson the learner should be able to **identify development of transport system in the region** |  | * Observing chart * Identifying * Drawing * Discussion * explanation | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK6 PG118  OLT TG PG | |  |  |
| 2 |  | Problems | | By the end of the lesson the learner should be able to **list problems facing transport in the region** | * Discussion * observation * Questioning | * Drawing * Discussion * explanation | * Charts showing resources and economic activities | OLT PBK6 PG120  OLT TG PG |  | |  |
| 3 |  | Development of communication | | By the end of the lesson the learner should be able to **identify the development of communication in the region** | * Explanation * Comparing * Discussion * Observing * Questioning | * Observing chart * Identifying * Drawing | * Sketch maps * Charts * Wall maps | OLT PBK6 PG121  OLT TG PG |  | |  |
| 4 |  | Problem of communication | | By the end of the lesson the learner should be able **explain problems facing communication in the region** | * Explanation * Describing * Discussion * Observation | * Observing chart * Identifying * Drawing | * Local environment * Wall maps | OLT PBK6 PG122  OLT TG PG |  | |  |
| 5 |  | Benefit of transport and communication | | By the end of the lesson the learner should be able to  **identify the benefits of improved transport and communication** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts | OLT PBK6 PG123-125  OLT TG PG |  | |  |
| 3 | 1 | Trade and industries | Industries development | | By the end of the lesson the learner should be able to **trace the industrial development in the region** | * Explanation * Observing chart * Identifying | * Observing chart * Identifying * Discussion | * Maps and * Charts showing trade and industries | OLT PBK6 PG125  OLT TG PG |  | |  |
| 2 |  | Importance of Industries development | | By the end of the lesson the learner should be able to **explain the importance of industrial development** | * Explanation * Discussion * Observation | * Drawing * Discussion * explanation | * Maps and   Charts showing trade and industries | OLT PBK6 PG129  OLT TG PG |  | |  |
| 3 |  | Problems of Industries development | | By the end of the lesson the learner should be able **to identify problems facing industrial development** | * Observing chart * Identifying * Drawing | * Explanation * Observing maps * Identifying Questioning | * Maps and   Charts showing trade and industries | OLT PBK6 PG129  OLT TG PG |  | |  |
| 4 |  | impact of industry on the environment | | By the end of the lesson the learner should be able to **identify the impact of industry to the environment** | * Observing chart * Discussion * explanation | * Observing chart * Identifying * explanation | * Maps and   Charts showing trade and industries | OLT PBK6 PG130  OLT TG PG |  | |  |
| 5 | wild life and tourism | major game park | | By the end of the lesson the learner should be able to **locate the major game park in the region** | * Observing chart * Discussion * explanation | * Explanation * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK6 PG132  OLT TG PG |  | |  |
| 4  6 | 1 | c | conservation measures | | By the end of the lesson the learner should be able to **describe wildlife conservation measures** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Wall maps * Diagrams from pupils book | OLT PBK6 PG133  OLT TG PG |  | |  |
| 3 |  | Tourist attraction | | By the end of the lesson the learner should be able to **identify major tourist attraction in the region** | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK6 PG134  OLT TG PG |  | |  |
| 4 |  | benefit of tourism | | By the end of the lesson the learner should be able to **list benefit of tourism** | * Observing chart * Identifying * explanation | * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK6 PG133-134  OLT TG PG |  | |  |
| 5 |  | problems facing tourism | | By the end of the lesson the learner should be able to **state problem facing tourism and suggest possible solutions** | * Observing chart * Identifying * Drawing | * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK6 PG135  OLT TG PG |  | |  |
| 1 | urbanisation | Major town in East Africa | | By the end of the lesson the learner should be able **to state the functions of major towns in East Africa** | * Explanation * Interpreting a map features * Questioning | * Explanation * Discussion | * Diagrams from pupils book | OLT PBK6 PG139  OLT TG PG |  | |  |
| 2 |  | problems of urbanization | | By the end of the lesson the learner should be able **to identify problems facing urbanization in east Africa** | * Explanation * Observing chart * Identifying | * Describing the urbanization * Explanation * Discussion | * Picture cuttings * Diagrams from books | OLT PBK6 PG140  OLT TG PG |  | |  |
| 3 |  | solutions | | By the end of the lesson the learner should be able to **describe efforts being made to solve the problems** | * Explanation * Identifying condition s for sugar cane growth | * Explanation * Describing * Discussion * Observation | * Diagrams from pupils book | OLT PBK6PG143-45  OLT TG PG |  | |  |
| 4 | **Political development and system** | Tradition forms of government  Buganda | | By the end of the lesson the learner should be able to **describe the tradition form of government in Buganda** | * Discussion * observation * Questioning | * Explanation * Discussion * Observation | * Pictures of Buganda * Diagrams from pupils book | OLT PBK6 PG144  OLT TG PG |  | |  |
| 5 |  |  | | By the end of the lesson the learner should be able to **appreciate the role of Buganda tradition form of government** | * Explanation * Questioning | * Explanation * Identifying * Discussion * Observation | * Pictures Diagrams from pupils book | OLT PBK6 PG145  OLT TG PG |  | |  |
| 7 | MID TERM EXAMINATION | | | | | | | | | | |  |

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|  | LESSON | | TOPIC | | SUB-TOPIC | | OBJECTIVES | | ACTIVITIES | | RESOURCES | | | REFERENCES | REMARKS | | | |  | |
| 8 | 1 | |  | | Tradition forms of government  Nyamwezi | | By the end of the lesson the learner should be able to **describe the tradition form of government in Nyamwezi** | | * Observing maps * Identifying symbols * Drawing symbols | | * Charts showing tradition governments * Wall map | | OLT PBK6 PG142  OLT TG PG | | |  | |  | |
| 2 | |  | |  | | By the end of the lesson the learner should be able to **appreciate the role of Nyamwezi tradition form of government** | | * Observing map * Drawing * Discussion * explanation | | * Charts showing tradition governments | | | OLT PBK6 PG146  OLT TG PG |  | | | |  | |
| 3 | | The Early visitors | | Explorer  traders  missionaries | | By the end of the lesson the learner should be able to **identify the origin of the early visitors of East Africa** | | * Observing chart * Identifying * explanation | | * Sketch maps * Charts showing symbols * Wall maps | | | OLT PBK6 PG146  OLT TG PG |  | | | |  | |
| 4 | |  | |  | | By the end of the lesson the learner should be able **explain the effect of early visitors in East Africa** | | * Identifying * Drawing * Discussion * explanation | | * Local environment * Sketch maps * Wall maps | | | OLT PBK6 PG154  OLT TG PG |  | | | |  | |
| 5 | | Colonial rule | |  | | By the end of the lesson the learner should be able to  **describe the scramble and partition of East Africa** | | * Observing chart * Identifying * Drawing * Discussion * explanation | | * Sketch maps * Charts * Wall maps | | | OLT PBK6 PG154  OLT TG PG |  | | | |  | |
| 9  7 | 1 | |  | | Scrabble and partition | | By the end of the lesson the learner should be able to **explain the reason for scramble** | | * Demonstration * Drawing * Discussion | | * Sketch maps * Charts showing scramble and partition | | | OLT PBK6 PG154  OLT TG PG |  | | | |  | |
| 2 | |  | | Establishment of colonial rule | | By the end of the lesson the learner should be able to **describe the establishment of colonial rule** | | * Demonstration * Drawing * Discussion * explanation | | * Sketch maps * Charts showing scramble and partition | | | OLT PBK6 PG154  OLT TG PG |  | | | |  | |
| 3 | | colonial system of administration | | British in Kenya | | By the end of the lesson the learner should be able **describe the colonial system of administration in Kenya** | | * Demonstration * Drawing * Discussion * explanation | | * Maps * Charts * Wall maps | | | OLT PBK6 PG155  OLT TG PG |  | | | |  | |
| 4 | |  | | Germany in Tanganyika | | By the end of the lesson the learner should be able **describe the colonial system of administration in Tanganyika** | | * Demonstration * Drawing * Discussion | | * Maps * Charts Wall maps | | | OLT PBK6 PG155  OLT TG P |  | | | |  | |
| 5 | | **African response to colonial administration** | | resistance  -Kabaka Mwanga  -Maji Maji | | By the end of the lesson the learner should be able to **describe the response of Africa to colonial rule** | | * Explanation * Identifying * physical activities | | * Maps * Wall maps * Diagrams from pupils book | | | OLT PBK6 PG156  OLT TG PG |  | | | |  | |
|  | |  | | collaborators | | By the end of the lesson the learner should be able to **describe the collaborative response of Africa to colonial rule** | | * Demonstration * Drawing * Discussion * explanation | | * Wall maps   Diagrams from pupils book | | | OLT PBK6 PG156  OLT TG PG |  | | | |  | |
|  | 1 | | **Struggle for independence** | | Tanzania | | By the end of the lesson the learner should be able to **describe the struggle for independence in Tanzania** | | * Demonstration * Drawing * Discussion * explanation | | * Wall maps * Diagrams from pupils book | | | OLT PBK6 PG137  OLT TG PG |  | | | |  | |
| 10 |  | |  | | Attainment of independence | | By the end of the lesson the learner should be able to **appreciate the effort made in struggle for independence in Tanzania** | | * Explanation * Observation * Questioning | | * Wall maps * Diagrams from pupils book | | | OLT PBK6 PG138  OLT TG PG |  | | | |  | |
| 4 | | Prominent leader | | Haile Sellasie | | By the end of the lesson the learner should be able to **describe the life and contributions if Haile Sellasie and explain his importance of contribution** | | * Explanation * Discussion | | * Pictures of prominent leaders | | | OLT PBK6 PG139  OLT TG PG |  | | | |  | |
| 5 | |  | | Julius Nyerere | | By the end of the lesson the learner should be able to **describe the life and contributions if Julius Nyerere and explain his importance of contribution** | | * Discussion * explanation * Questioning | | * Pictures of prominent leaders | | | OLT PBK6 PG140  OLT TG PG |  | | | |  | |
| 1 | |  | | present Uganda | | By the end of the lesson the learner should be able **describe the system of government of Uganda** | | * Explanation * Discussion | | * Pictures of prominent leaders | | | OLT PBK6PG140  OLT TG PG |  | | | |  | |
| 2 | |  | | Kenya and Uganda | | By the end of the lesson the learner should be able **compare the system of government in Uganda and Kenya** | | * Discussion * explanation   Questioning | | * Pictures of prominent leaders | | | OLT PBK7 PG141  OLT TG PG |  | | | |  | |
| 3 | |  | | OAU | | By the end of the lesson the learner should be able to **state the problems faced by OAU** | | * Explanation * Observation * Discussion | | * Maps of the * OAU member countries | | | OLT PBK7 PG141  OLT TG PG |  | | | |  | |
| 4-5 | | Region co-operation | | EAC | | By the end of the lesson the learner should be able to  - **explain the formation, of EAC, IGAD, COMESA**  **- and identify the objectives of EAC, IGAD, COMESA**  -identify the member countries **of EAC, IGAD, COMESA**  -state the problems facing **of EAC, IGAD, COMESA** | | * Explanation * Discussion * Observation | | * Maps of the * EAC,IGAD,COMESA member countries | | | OLT PBK6 PG142  OLT TG PG |  | | | |  | |
| 1 | | citizenship | |  | | By the end of the lesson the learner should be able **to state the roles of citizens in the government and civil life** | | * Explanation * Identifying * Discussion * Observation | | * Diagrams from pupils book | | | OLT PBK6 PG142  OLT TG PG |  | | | |  | |
| 11 | | 2 | | **Citizenship** | | Importance of good citizenship | | By the end of the lesson the learner should be able to **identify the importance of good relation ship in the society and appreciate it** | | * Sketch maps * Charts showing citizens * Wall map | | OLT PBK6 PG142-143  OLT TG PG | | | | |  | | |
| 3 | | **Democracy and human right** | | Classification of human right | | By the end of the lesson the learner should be able to **identify types of human right** | | * Charts showing human rights * Wall maps | | OLT PBK6 PG143-155  OLT TG PG | | | | |  | | |
| 4 | |  | | Importance | | By the end of the lesson the learner should be able to **state and explain its importance of human right** | | * Sketch maps * Charts showing human right | | OLT PBK6 PG146  OLT TG PG | | | | |  | | |
|  | |  | | Abuse of Human Right | | By the end of the lesson the learner should be able **appreciate and demonstrate respect of Human Right** | | * Charts showing | | OLT PBK6 PG147  OLT TG PG | | | | |  | | |
| 5 | | **Law Peace And Reconciliation** | | Factor promoting peace | | By the end of the lesson the learner should be able to  **identify factors promoting peace in the society** | | * Sketch maps * Charts showing | | OLT PBK6 PG148  OLT TG PG | | | | |  | | |
| 12 | | 1 | | **Law peace and reconciliation** | | Factors undermining peace | | By the end of the lesson the learner should be able to **describe factors undermining peace in the society** | | * Sketch maps * Charts * Wall maps | | OLT PBK6 PG150  OLT TG PG | | | | |  | | |
| 2 | | **Law peace and reconciliation** | | importance of peace | | By the end of the lesson the learner should be able to **state the importance and appreciate the need for peace** | | * Pictures * Maps * Charts showing symbols | | OLT PBK7 PG152  OLT TG PG | | | | |  | | |
| 3 | | **The government of Kenya** | | The Kenyan constitution | | By the end of the lesson the learner should be able **state the element and show respect for the Kenya constitution** | | * Maps * Charts showing symbols * Wall maps | | OLT PBK6 PG153  OLT TG PG | | | | |  | | |
| 4 | | **The government of Kenya** | | The electoral process | | By the end of the lesson the learner should be able to **identify requirement and role of citizen in electoral process and effects of none participation in the process** | | * Maps * Charts * Wall maps | | OLT PBK6 PG153  OLT TG PG | | | | |  | | |
| 5 | | **The government of Kenya** | | **Formation of government** | | By the end of the lesson the learner should be able to **describe how government is formed** | | * Charts showing formation of government | | OLT PBK6 PG154  OLT TG PG | | | | |  | | |
|  | | **The government of Kenya** | | **Arms of government** | | By the end of the lesson the learner should be able to **identify the composition and functions of the three arms of government** | | * Wall maps   Diagrams from pupils book | | OLT PBK6 PG155  OLT TG P | | | | |  | | |
| 13 | |  | |  | | **National philosophies of Kenya** | | By the end of the lesson the learner should be able to **identify and appreciate national philosophy** | | * Charts showing symbols philosophies | | OLT PBK6 PG156-158  OLT TG PG | | | | |  | | |
| 14 | | END TERM EXAMINATIONS | | | | | | | | | | | | | | |  | | |