Social Studies schemes of work

Standard Eight Term I

**References**

1. Our Lives Today pupil’s book 8
2. Our Lives Today teacher’s guide book 8

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| WEEK | LESN | TOPIC | SUB-TOPIC | | OBJECTIVES | TEACHERS ACTIVITIES | LEARNER,S ACTIVITIES | RESOURCES | REFERENCES | ASSMESSMENT | REMARKS |
| 1 | REPORTING AND PREPARATIONS | | | | | | | | | |  |
| 2 | 1 | Map reading | Symbols | | By the end of the lesson the learner should be able to **identify the u**  **se of symbols to read and interpret maps** | * 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 PG 2-4  OLT TGP1 | Drawing maps |  |
| 2 | Map reading | Area | | By the end of the lesson the learner should be able to **calculate the area of a given region** | * Observing map * Drawing regions * Calculating area | * Observing map * Drawing regions * Calculating area | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK PG 4-6  OLT TGP1-2 | Written exercise |  |
| 3 | Map reading | Area | | By the end of the lesson the learner should be able to **identify types of scale** | * 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 PBK PG 6-9  OLT TGP3 | Filling in blank spaces |  |
| 4 | Map reading | Distance /scale | | By the end of the lesson the learner should be able **convert measurements given a scale** | * Identifying types of scale * Drawing symbols * Interpreting a map | * Identifying types of scale * Drawing symbols * Interpreting a map | * Sketch maps * Charts showing distance | OLT PBK PG 9-10 OLT TGP1-4 | Written exercise |  |
| 5 | Map reading | Distance | | By the end of the lesson the learner should be able to  **measure distance represented on a map** | * Measuring * Identifying symbols * Drawing symbols * Interpreting a map | * Measuring * Identifying symbols * Drawing symbols * Interpreting a map | * Sketch maps * Charts showing compass point * Wall maps | OLT PBK PG 10-12  OLT TGP1-4 | Oral exercise |  |
| 3  4 | 1 | Map reading | Direction | | By the end of the lesson the learner should be able to **describe the direction of places using compass point** | * Observing maps * Identifying symbols * Drawing symbols * Interpreting a map | * Observing maps * Identifying symbols * Drawing symbols * Interpreting bhjkjkjh | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK PG 12-14  OLT TGP1-4 | Drawing maps |  |
| 2 | Map reading | Colours | | By the end of the lesson the learner should be able to **identify various conventional colours used on the map** | * Explaining the meaning of colours * Observing maps * Identifying colours | * Explaining the meaning of colours * Observing maps * Identifying colours | * Maps * Charts showing symbols * Wall maps | OLT PBK PG 13-16  OLT TGP4-5 | Written exercise |  |
| 3 | Map reading | Scales | | By the end of the lesson the learner should be able **to identify types of scale** | * Explanation * Observing maps * Identifying colours * Drawing symbols * Interpreting a map | * Explanation * Observing maps * Identifying colours * Drawing symbols * Interpreting a map | * Maps * Charts showing symbols * Wall maps | OLT PBK PG 17-18  OLT TGP6-7 | Filling in blank spaces |  |
| 4 | Physical environment | Effects of physical features | | By the end of the lesson the learner should be able to **explain the effects of the physical features** | * Explanation * Interpreting a map features * Questioning | * Explanation * Interpreting a map features * Questioning | * Maps * Charts showing symbols * Wall maps | OLT PBK PG18-23  OLT TGP8 | Written exercise |  |
| 5 | Physical environment | Effect on human activity | | By the end of the lesson the learner should be able to **explain how these features affect human activities** | * Explanation * Identifying ways physical feature affect human activities | * Explanation * Identifying ways physical feature affect human activities | * Maps * Charts showing symbols * Wall maps | OLT PBK PG 23-24  OLT TGP9 | Oral exercise |  |
| 1 | Climate | Traditional weather observation | | By the end of the lesson the learner should be able to **identify traditional methods of weather observation** | * Identifying traditional methods of weather observation * Questioning | * Identifying traditional methods of weather observation * Questioning | * Maps * Wall maps   Diagrams from pupils book | OLT PBK PG 25-26  OLT TGP10 | Drawing maps |  |
|  | 2 | Climate | Modern weather observation | | By the end of the lesson the learner should be able to **observe and measure weather using Modern methods** | * Discussion * Identifying modern methods of weather observation | * Discussion * Identifying modern methods of weather observation | * Maps * Wall maps * Diagrams from pupils book | OLT PBK PG 25-4  OLT TGP10 | Written exercise |  |
| 5 | 3 | Climate | Observing and measuring weather | | By the end of the lesson the learner should be able to **record weather elements using modern methods** | * Explanation * Identifying modern methods of weather recording | * Explanation * Identifying modern methods of weather recording | * Weather instruments * Diagrams from pupils book | OLT PBK PG 26  OLT TGP11 | Filling in blank spaces |  |
| 4 | Climate | Factor influencing climate | | By the end of the lesson the learner should be able to **identify and describe factors influencing climate change** | * Explanation * Identifying factor influencing weather * Discussion | * Explanation * Identifying factor influencing weather * Discussion | * Weather instruments * Weather chats * Wall maps | OLT PBK PG 27  OLT TGP11 | Written exercise |  |
| 5 | Climate | Impact of climate change | | By the end of the lesson the learner should be able to **describe the impact of climate change** | * Explanation * Identifying factor influencing weather * Discussion | * Explanation * Identifying factor influencing weather * Discussion | * Weather instruments * Weather chats * Wall maps | OLT PBK PG 28  OLT TGP11 | Oral exercise |  |
| 1 | **People and population** | The stone age | | By the end of the lesson the learner should be able **to trace the evolution and development o the early man** | * Explanation * Identifying development of the early man * Discussion | * Explanation * Identifying development of the early man * Discussion | * Pictures of 5the early man * Diagrams from pupils book | OLT PBK PG 28-29  OLT TGP12 | Drawing maps |  |
| 2 | Evolution of early man | The stone age | | By the end of the lesson the learner should be able **to trace the evolution and development o the early man** | * Explanation * Identifying development of the early man | * Explanation * Identifying development of the early man | * Pictures of early man * Map of prehistoric sites | OLT PBK PG 29-30  OLT TGP12 | Written exercise |  |
| 3 | Evolution of early man | Pre-historic sites | | By the end of the lesson the learner should be able to **name and identify the prehistoric sites in Eastern Africa** | * Explanation * Identifying prehistoric sites * Discussion | * Explanation * Identifying prehistoric sites * Discussion | * Pictures of 5the early man * Diagrams from pupils book | OLT PBK PG -30  OLT TGP12 | Filling in blank spaces |  |
| 4 | Evolution of early man | Prehistoric sites in eastern Africa | | By the end of the lesson the learner should be able to **locate prehistoric sites in east Africa** | * Explanation * Identifying prehistoric sites | * Explanation * Identifying prehistoric sites | * Pictures of 5the early man * Map of prehistoric sites | OLT PBK PG -31  OLT TGP12 |  |  |
| 5 | Types of migration | Rural- urban migration | | By the end of the lesson the learner should be able to **state the reason for migration from rural to urban centres** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Diagrams from pupils book * Map of town and villages | OLT PBK PG 32  OLT TGP13 |  |  |
| 6 | 1 | Types of migration | | Rural-rural | By the end of the lesson the learner should be able to **state reasons for rural to rural migration** | * Observing maps * Identifying reasons * Discussion | * Observing maps * Identifying reasons * Discussion | * PAPER CUTTING | OLT PBK8 PG32-33 |  |  |
| 2 | Types of migration | | Urban-urban | By the end of the lesson the learner should be able to **state reasons for urban to urban migration** | * Observing maps * Identifying reasons * Discussion | * Observing maps * Identifying reasons * Discussion | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK8 PG34 |  |  |
| 3 | Types of migration | | Urban – rural | By the end of the lesson the learner should be able to **state reasons for urban to rural migration** | * Observing maps * Identifying reasons * Discussion * Explanation | * Observing maps * Identifying reasons * Discussion * Explanation | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK8 PG35-36 |  |  |
| 4 | Types of migration | | Migration into and from Kenya | By the end of the lesson the learner should be able **to state reason for migration into and from Kenya** | * Observing maps * Identifying reasons * Discussion * Explanation | * Observing maps * Identifying reasons * Discussion * Explanation | * Diagrams from pupils book * Population pyramids | OLT PBK8 PG37-38 | Drawing maps |  |
| 5 | Types of migration | | Effects of migration | By the end of the lesson the learner should be able to  **state the effects of migration** | * Observing maps * Identifying reasons * Discussion * Explanation | * Observing maps * Identifying reasons * Discussion * Explanation | * Diagrams from pupils book * Population pyramids | OLT PBK8 PG38-40 | Written exercise |  |
| 6 | 1 | Factors influencing population growth | | Factors leading to slow population growth | By the end of the lesson the learner should be able to **identify the factors that lead to slow population growth** | * Observing maps * Identifying reasons * Discussion * Explanation | * Observing maps * Identifying reasons * Discussion * Explanation | * Sketch maps * Charts showing symbols * Wall map | OLT PBK8 PG41-42 | Filling in blank spaces |  |
| 2 | Factors influencing population growth | | Factors leading to rapid population growth | By the end of the lesson the learner should be able to **identify factors that lead to rapid population growth** | * Observing maps * Identifying reasons * Discussion * Explanation * Questioning | * Observing maps * Identifying reasons * Discussion * Explanation * Questioning | * Diagrams from pupils book * Population pyramids | OLT PBK PG 43  OLT SSTG PG 19 | Written exercise |  |
| 3 | Factors influencing population growth | | Problems of population growth | By the end of the lesson the learner should be able **to identify and explain problems of slow population growth and problems of rapid population growth** | * Observing maps * Identifying reasons * Discussion | * Observing maps * Identifying reasons * Discussion | * Maps * Charts showing symbols * Wall maps | OLT PBK PG 44  OLT SSTG PG 19 | Oral exercise |  |
| 4 | Population growth | | Managing slow population growth | By the end of the lesson the learner should be able to **explain ways of managing slow population growth** | * Observing maps * Identifying reasons * Discussion | * Observing maps * Identifying reasons * Discussion | * Diagrams from pupils book   Local environment | OLT PBK PG 45  OLT SSTG PG 17 | Drawing maps |  |
| 5 | Population growth | | Managing rapid population growth | By the end of the lesson the learner should be able to **explain way of managing rapid population growth** | * Explanation * Identifying ways * Discussion | * Explanation * Identifying ways * Discussion | * Diagrams from pupils book * Local environment | OLT PBK PG 46  OLT SSTG PG 17 | Written exercise |  |
| 1 | The population of Kenya | | The population of Kenya | By the end of the lesson the learner should be able to **identify and describe the structure** | * Observing maps * Discussion * Explanation * Questioning | * Observing maps * Discussion * Explanation * Questioning | * Diagrams from pupils book * Local environment | OLT PBK PG 46  OLT SSTG PG 18 | Filling in blank spaces |  |
| 7 | MID TERM EXAMINATIONS | | | | | | | | | |  |
| 8 | 2 | The population of Kenya | | Population of Kenya | By the end of the lesson the learner should be able to **observe and measure weather using Modern methods** | * Identifying modern methods of weather observation | * Identifying modern methods of weather observation | * Diagrams from pupils book * Local environment | OLT PBK PG 47  OLT SSTG PG 18 | Written exercise |  |
| 9 | 3 | Population of Kenya , Germany and India | | Comparison of population of Kenya, Germany and India | By the end of the lesson the learner should be able to **compare population of Kenya, German and India** | * Explanation * Comparing * Observing * Questioning | * Explanation * Comparing * Observing * Questioning | * Diagrams from pupils book * Population pyramids | OLT PBK PG 48-50  OLT SSTG PG 20 | Oral exercise |  |
| 4 | The school | | How the school is managed | By the end of the lesson the learner should be able to **identify and describe how the schools are managed** | * Explanation * Identifying factor * Discussion * Observation | * Explanation * Identifying factor * Discussion * Observation | * Pictures from the book * Resource person | OLT PBK PG 52  OLT SSTG PG 22 | Drawing maps |  |
| 5 | **The school** | | Role of the pupils in the school management | By the end of the lesson the learner should be able to **describe the role of the pupil in the school management** | * Explanation * Identifying factor influencing weather | * Explanation * Identifying factor influencing weather | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 1 | **The school** | | The role of the school in the society | By the end of the lesson the learner should be able **to trace the evolution and development o the early man** | * Explanation * Identifying * Discussion | * Explanation * Identifying * Discussion | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Filling in blank spaces |  |
| 2 | **The school** | | Role of the school in he society | By the end of the lesson the learner should be able **to explain the role of the school in the society** | * Observing maps * Discussion * Explanation * Questioning | * Observing maps * Discussion * Explanation * Questioning | * Pictures of school | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 3 | **The family** | | Different marriage systems | By the end of the lesson the learner should be able to **name and appreciate different marriage systems** | * Explanation * Discussion * Observation | * Explanation * Discussion * Observation | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Oral exercise |  |
| 4 | The family | | Right and responsibilities in marriages | By the end of the lesson the learner should be able to **appreciate and respect the rights of individual within the family and society** | * Explanation * Right and responsibility in marriage * Discussion * Observation | * Explanation * Identifying prehistoric sites * Discussion * Observation | * Pictures of 5the family | OLT PBK PG 52  OLT SSTG PG 22 | Drawing maps |  |
| 5 | The family | | Succession and inheritance | By the end of the lesson the learner should be able to **explain and appreciate the inheritance and succession** of family wealth and property | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Pictures of 5the family | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 10 | | 1 | **Agriculture** | | Traditional forms of agriculture | By the end of the lesson the learner should be able to **identify and describe the tradition forms of agriculture** | * Observing maps * Identifying symbols * Drawing | * Observing maps * Identifying symbols * Drawing | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK PG 52  OLT SSTG PG 22 | Filling in blank spaces |  |
| 2 | Agriculture | | Traditional agriculture  Crops grown | By the end of the lesson the learner should be able to **name the subsistence crops grown in tradition agriculture** | * Observing map * Drawing regions * Calculating area | * Observing map * Drawing regions * Calculating area | * Sketch maps * Charts showing agriculture | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 3 | Agriculture | | Tradition ways of storing food | By the end of the lesson the learner should be able to **identify ways of storing food traditionally and state methods used in farming** | * Observing maps * Identifying symbols * Drawing symbol | * Observing maps * Identifying symbols * Drawing symbol | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK PG 52  OLT SSTG PG 22 | Oral exercise |  |
| 4 | Agriculture | | Settler farming in Kenya | By the end of the lesson the learner should be able **identify areas where settler farming was practised and describe the methods of farming they used** | * Conversion * Observing maps * Identifying Drawing | * Conversion * Observing maps * Identifying Drawing | * Local environment * Charts showing agriculture | OLT PBK PG 52  OLT SSTG PG 22 | Drawing maps |  |
| 5 | Agriculture | | Settlement schemes | By the end of the lesson the learner should be able to  **identify settlement schemes and state reasons for establishment of settlement schemes in Kenya** | * Observing maps * Identifying symbols * Drawing | * Observing maps * Identifying symbols * Drawing | * Sketch maps * Charts showing compass point * Wall maps | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 11 | | 1 | Agriculture | | Benefits and problems of settlement schemes | By the end of the lesson the learner should be able to **state the benefits and problems of settlement schemes** | * Observing maps * Identifying * Drawing | * Observing maps * Identifying * Drawing | * Sketch maps * Charts showing * Wall map | OLT PBK PG 52  OLT SSTG PG 22 | Filling in blank spaces |  |
| 2 | agriculture | | Irrigation schemes, Ahero, Mwea and Pekerra | By the end of the lesson the learner should be able to **identify crop grown and irrigation method used in different irrigation schemes** | * Explaining * Observing * Identifying * Drawing | * Explaining * Observing * Identifying * Drawing | * Pictures * Maps | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 3 | Agriculture | | Irrigation schemes, Ahero, Mwea and Pekerra | By the end of the lesson the learner should be able **to state the contribution of irrigation scheme to Kenyan economy** | * Explanation * Observing * Drawing s * Questioning | * Explanation * Observing * Drawing s * Questioning | * Maps * Charts showing symbols * Wall maps | OLT PBK PG 52  OLT SSTG PG 22 | Oral exercise |  |
| 4 | Agriculture | | Irrigation schemes, Ahero, Mwea and Pekerra | By the end of the lesson the learner should be able to **explain problems facing irrigation schemes n Kenya** | * Explanation * Interpreting a map features * Questioning | * Explanation * Interpreting a map features * Questioning | * Maps * Charts showing symbols * Wall maps | OLT PBK PG 52  OLT SSTG PG 22 | Drawing maps |  |
| 5 | Agriculture | | Horticulture farming | By the end of the lesson the learner should be able to **explain the meaning of horticulture and crop grown** | * Explanation * Identifying * Discussion | * Explanation * Identifying * Discussion | * Maps * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 1 | Agriculture | | Horticulture farming | By the end of the lesson the learner should be able to **state the contribution of horticulture to the economy** | * Explanation * Identifying t observation * Questioning | * Explanation * Identifying t observation * Questioning | * Maps * Wall maps   Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Filling in blank spaces |  |
|  | | 1 | Agriculture | |  | By the end of the lesson the learner should be able to **state the problems facing agriculture** | * Discussion * Identifying * Questioning | * Discussion * Identifying * Questioning | * Maps * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 12  13 | | 3 | Agriculture | | Horticulture farming in Kenya and Netherlands | By the end of the lesson the learner should be able to **compare horticulture farming in Kenya and in Netherlands** | * Explanation * Identifying * Questioning | * Explanation * Identifying * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Oral exercise |  |
| 4 | Agriculture | | Fish farming | By the end of the lesson the learner should be able to **identify fish farming areas in Kenya and types of fish kept** | * Explanation * Identifying f * Discussion | * Explanation * Identifying f * Discussion | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Drawing maps |  |
| 5 | Agriculture | | Fish farming in Kenya and Japan | By the end of the lesson the learner should be able to **compare fish farming in Kenya and Japan** | * Explanation * Identifying * Discussion | * Explanation * Identifying * Discussion | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 2 | Revision | | Revision | 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 * Asking and answering question | * Revision paper * Book exercises |  | Filling in blank spaces |  |
| EXAMINATIONS | | | | | | | | | |  |
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Social Studies schemes of work

Standard Eight Term II

**References**

1. Our Lives Today pupil’s book 8
2. Our Lives Today teacher’s guide book 8

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| WEEK | LSN | TOPIC | SUBTOPIC | OBJECTIVES | TEACHER’S ACTIVITIES | LEARNER’S ATIVITIES | RESOURCES | REFERENCES | ASSESSMENT | REMARKS |
| 1  2 | 1 | Mining | Distribution of minerals in Kenya | By the end of the lesson the learner should be able to **identify and locate the distribution of minerals in Kenya** | * Identifying method of extraction * Discussion | * Identifying method of extraction * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG85  OLT TG PG | Drawing maps |  |
| 2 | Mining | Extraction of minerals | By the end of the lesson the learner should be able to **identify methods used to extract minerals** | * Explanation * Identifying method of extraction | * Explanation * Identifying method of extraction | * Wall maps * Diagrams from pupils book | OLT PBK7 PG85  OLT TG PG | Written exercise |  |
| 3 | Mining |  | By the end of the lesson the learner should be able to **identify methods used to extract soda ash and fluorspar** | * Explanation * Identifying method of extraction | * Explanation * Identifying method of extraction | * Wall maps * Diagrams from pupils book | OLT PBK7 PG86  OLT TG PG | Filling in blank spaces |  |
| 4-5 | **Mining** |  | By the end of the lesson the learner should be able **to identify methods used to extract limestone and ,diatomite and gemstone** | * Identifying method of extraction * Discussion | * Identifying method of extraction * Discussion | * Pictures of the early man * Diagrams from pupils book | OLT PBK7 PG87  OLT TG PG | Written exercise |  |
| 1 | Mining |  | By the end of the lesson the learner should be able **to identify use of limestone diatomite and gemstone** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Picture cutting | OLT PBK7 PG88  OLT TG PG | Oral exercise |  |
| 3 | Mining |  | By the end of the lesson the learner should be able to **identify ways of extracting sand, marble and sand**  and state their uses | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Pictures of 5the early man * Diagrams from pupils book | OLT PBK7 PG89  OLT TG PG | Drawing maps |  |
| 4 | Mining | Problems of mining | By the end of the lesson the learner should be able to **state problems associated with mining**  and **effect of mining to the environment** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Pictures of 5the early man * Diagrams from pupils book | OLT PBK7 PG90  OLT TG PG | Written exercise |  |
| 5 | Mining | Contribution to the economy | By the end of the lesson the learner should be able to **state the contribution of minerals to the economy** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Pictures of 5the early man * Diagrams | OLT PBK7 PG91  OLT TG PG | Filling in blank spaces |  |

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| 3 | 1 | **Forestry** | Distribution of forest in Kenya | By the end of the lesson the learner should be able to **identify and locate forests in Kenya** | * Identifying method of extraction * Discussion | * Observing maps * Drawing symbols * Interpreting a map | * Sketch maps * Charts showing symbols * Wall map | OLT PBK7 PG 91  OLT TG PG | Drawing maps |  |
| 2 | Forestry | Problem facing forestry | By the end of the lesson the learner should be able to **describe problems facing forestry** | * Explanation * Identifying method of extraction | * Observing chart * Identifying * Drawing | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK7 PG92  OLT TG PG | Written exercise |  |
| 3 | Forestry | Deforestation | By the end of the lesson the learner should be able to **identify the effect of deforestation in Kenya** | * Explanation * Identifying method of extraction | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK7 PG92  OLT TG PG | Filling in blank spaces |  |
| 4 | Forestry | Conservation | By the end of the lesson the learner should be able **list the ways of conserving forests** | * Identifying method of extraction * Discussion | * Observing chart * Identifying * Drawing | * Local environment * Sketch maps | OLT PBK7 PG92-92  OLT TG PG | Written exercise |  |
| 5 | Forestry | appreciating | By the end of the lesson the learner should be able to  **appreciate the need to conserve forests** | * Explanation * Identifying * Discussion * Observation | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts * Wall maps | OLT PBK7 PG93  OLT TG PG | Oral exercise |  |
| 4 | 1 | **Soil** | Distribution of soils in Kenya | By the end of the lesson the learner should be able to **identify and locate major soil types in Kenya** | * Explanation * Identifying * Discussion * Observation | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts * Wall maps | OLT PBK7 PG94  OLT TG PG | Drawing maps |  |
| 2 | Soil | Uses of soil | By the end of the lesson the learner should be able to **identify uses of soil** | * Observing chart * Identifying * Drawing | * Observing chart * Discussion * explanation | * Pictures * Maps * Charts * Wall maps | OLT PBK7 PG95  OLT TG PG | Written exercise |  |
| 3 | **Soil** | Soil erosion | By the end of the lesson the learner should be able **to identify types of soil erosion** | * Explanation * Identifying * Discussion * Observation | * Observing chart * Identifying * Drawing * Questioning | * Maps * Charts * Wall maps | OLT PBK7 PG96  OLT TG PG | Filling in blank spaces |  |
| 4 | Soil | Causes and effect of soil erosion | By the end of the lesson the learner should be able to **state causes and effects of soil erosion** | * Explanation | * Explanation * Interpreting a map features * Questioning | * Maps * Charts showing symbols * Wall maps | OLT PBK7 PG 97  OLT TG PG | Written exercise |  |
| 5 | **Soil** | Soil conservation | By the end of the lesson the learner should be able to **identify and describe soil conservation measures** | * Interpreting a map features | * Explanation * Identifying ways * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG 98  OLT TG PG | Oral exercise |  |
| 5 | 1 | **Wildlife and tourism** | Major game parks | By the end of the lesson the learner should be able to **identify and locate major game park** | Questioning | * Drawing * Discussion * explanation | * Maps * Diagrams from pupils book | OLT PBK7 PG98  OLT TG PG | Drawing maps |  |
| 6 | 3 | **Wildlife and tourism** | Importance of wildlife | By the end of the lesson the learner should be able to **explain importance of wildlife** | * Explanation | * Observing chart * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG100  OLT TG PG | Written exercise |  |
| 4 | **Wildlife and tourism** | Problem facing wildlife | By the end of the lesson the learner should be able to **identify and describe problems facing wildlife** | * Interpreting a map features | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Filling in blank spaces |  |
| 5 | **Wildlife and tourism** | Conserving wildlife | By the end of the lesson the learner should be able to **describe ways of conserving wildlife** | Questioning | * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 1 | **Wildlife and tourism** | Major tourist attraction | By the end of the lesson the learner should be able **to identify major tourist attraction** | * Explanation | * Explanation * Identifying * Discussion | * Provisional paper * Diagrams from pupils book | OLT PBK7 PG156-117  OLT TG PG | Oral exercise |  |
| 2 | **Wildlife and tourism** | Importance of tourism | By the end of the lesson the learner should be able **to state the importance of tourism** | * Interpreting a map features | * Explanation * Identifying   Discussion | * Wall maps   Diagrams from pupils book | OLT PBK7 PG156-117  OLT TG PG | Drawing maps |  |
| 3 | **Wildlife and tourism** | Problem facing tourism | By the end of the lesson the learner should be able to **identify and describe problems facing tourism** | Questioning | * Explanation * Identifying * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG156-117  OLT TG PG | Written exercise |  |
| 4 | **Industries** | Location of industries | By the end of the lesson the learner should be able **to explain factors influencing location of industries** | * Explanation | * Explanation * Identifying * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG156-117  OLT TG PG | Filling in blank spaces |  |
| 5 | **Industries** | Types of industries | By the end of the lesson the learner should be able **to name types of industries** | * Interpreting a map features | * Explanation * Identifying * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG156-117  OLT TG PG | Written exercise |  |
| 7 | MID TERM EXAMINATIONS | | | | | | | | |  |
| 8 | 1 | **Industries** | Types of industries | By the end of the lesson the learner should be able to **identify and name types of industries giving examples** | Questioning | * Discussion * observation * Questioning | * Diagrams from pupils book * Local environment | OLT PBK PG 57  OLT SSTG PG 18 | Oral exercise |  |
| 2-3 | **Industries** | Jua-kali industries | By the end of the lesson the learner should be able to **indentify the reason for establishment of juakali industries** | * Explanation | * Explanation * Comparing * Discussion * Observing | * Diagrams from pupils book * Local environment | OLT PBK PG 58-  OLT SSTG PG 20 | Drawing maps |  |
| 4 | **Industries** | Benefit s | By the end of the lesson the learner should be able to **state benefits of juakali industries** | * Interpreting a map features | * Explanation * Describing * Discussion | * Pictures from the book * Resource person | OLT PBK PG 56  OLT SSTG PG 22 | Written exercise |  |
| 5 | **Industries** | Problems of Jua kali | By the end of the lesson the learner should be able to **highlight problems experienced by Jua kali industries** | Questioning | * Explanation * Identifying problems * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Drawing maps |  |
| 9 | 1 | **Industries** | Importance of industries and contribution to economy | By the end of the lesson the learner should be able **to state the importance of industries and contribution to the economy** | * Explanation | * Observing chart * Identifying * Drawing * Discussion | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 2 | **Industries** | Problems facing industries | By the end of the lesson the learner should be able **explain problems facing industries** | * Interpreting a map features | * Observing chart * Identifying * Discussion | * Pictures of | OLT PBK7 PG56  OLT TG PG | Filling in blank spaces |  |
| 3 | **Industries** | Effects to the environment | By the end of the lesson the learner should be able to **explain impact of industries to the environment** | Questioning | * Explanation * Observing chart * Discussion * explanation | * Diagrams from pupils book | OLT PBK7 PG57  OLT TG PG | Written exercise |  |
| 4 | Urbanization | Factors influencing growth of town | By the end of the lesson the learner should be able to **explain factors influencing growth of town** | * Explanation | * Explanation * Identifying prehistoric sites * Discussion * Observation | * Diagrams from pupils book * Map of prehistoric sites | OLT PBK7 PG58  OLT TG PG | Oral exercise |  |
| 5 | Urbanization | Function of major town in Kenya | By the end of the lesson the learner should be able to **state the function of major town in Kenya** | Questioning | * Explanation * Identifying * Discussion * Observation | * Picture * Diagrams from pupils book * Charts | OLT PBK7 PG60  OLT TG PG | Drawing maps |  |

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| 10 | 1 | Urbanization | Major towns | By the end of the lesson the learner should be able to **locate major town in Kenya** | * Observing chart * Identifying * Drawing | * Observing chart * Discussion * explanation | * Sketch maps * Charts showing symbols * Wall maps | OLT PBK7 PG61  OLT TG PG | Drawing maps |  |
| 2 | Urbanization | Problem facing urban centres | By the end of the lesson the learner should be able to **identify problems facing urbanization** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * explanation | * Sketch maps * Charts showing urban centre * Wall map | OLT PBK7 PG62  OLT TG PG | Written exercise |  |
| 3 | Urbanization | Attempt to solve these problems | By the end of the lesson the learner should be able to **explain attempt being made to solve problems facing urban centres** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * explanation | * Sketch maps * Charts showing urban centres | OLT PBK7 PG63  OLT TG PG | Filling in blank spaces |  |
| 4 | Urbanization |  | By the end of the lesson the learner should be able **listing ways to solve problems facing urban centres** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Discussion * explanation | * Local environment * Sketch maps * Charts | OLT PBK7 PG64  OLT TG PG | Written exercise |  |
| 5 | Urbanization |  | By the end of the lesson the learner should be able to  **locate where pyrethrum is grown and identify its uses** | * Explanation * Identifying development of the early man * Discussion | * Observing chart * Identifying * explanation | * Sketch maps * Charts showing compass point * Wall maps | OLT PBK7 PG65  OLT TG PG | Oral exercise |  |
| 11 | 1 | **Co-operative society** | Types of agriculture co-operative | By the end of the lesson the learner should be able to **name and identify types of co-operative** | * Describing the partition * Explanation | * Observing chart * Identifying * Drawing | * Charts   showing cooperatives societies | OLT PBK7 PG66  OLT TG PG | Drawing maps |  |
| 2 | **Co-operative** | Functions of co-operative | By the end of the lesson the learner should be able to **state the function of agriculture cooperatives** | * Explanation * Describing * Discussion * Observation | * Observing chart * Identifying * Drawing * Discussion | * Charts   showing cooperatives societies | OLT PBK7 PG67  OLT TG PG | Written exercise |  |
| 3 | **Co-operative** | Benefits of agriculture cooperatives | By the end of the lesson the learner should be able **to identify benefit of agriculture co-operatives** | * Explanation * Identifying prehistoric sites * Discussion | * Observing chart * Identifying * Drawing | * Charts   showing cooperatives societies | OLT PBK7 PG68  OLT TG PG | Filling in blank spaces |  |
| 4 | **Co-operatives** | Challenges | By the end of the lesson the learner should be able to **identify challenges facing agriculture co-operatives** | * Explanation * Identifying * Discussion * Observation | * Explanation * Interpreting a map features * Questioning | * Charts   showing cooperatives societies | OLT PBK7 PG70  OLT TG PG | Written exercise |  |
| 5 | **Co-operatives** |  | By the end of the lesson the learner should be able to **appreciate benefit s of agriculture cooperatives** | * Explain the benefits of cooperatives * Discuss | * Identifying * Drawing * Discussion * explanation | * Charts * showing cooperatives societies | OLT PBK7 PG70  OLT TG PG | Oral exercise |  |
| 1 | **Transport and communication** | Forms and function | By the end of the lesson the learner should be able to **identify forms and function of communication** | * identify forms of communication * explain the functions | * Explanation * Identifying observation * Questioning | * Maps * Wall maps   Diagrams from pupils book | OLT PBK7 PG71  OLT TG PG | Drawing maps |  |
| 12 | 2 | **Transport and communication** | Problem | By the end of the lesson the learner should be able to explain **problems facing different form of transport** | * identify problems of communication | * Discussion * observation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG72  OLT TG PG | Written exercise |  |
|  | 3 | **Transport and communication** | Road safety | By the end of the lesson the learner should be able to **identify major road sign and explain causes of accidents** | -explain the causes of accident  -identifying road sign | * Explanation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG73  OLT TG PG | Filling in blank spaces |  |
| 4 | **Transport and communication** |  | By the end of the lesson the learner should be able to state **suggest ways of preventing accidents and demonstrate first aid skills** | * identify forms of communication * discussion | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK7 PG74  OLT TG PG | Written exercise |  |
| 5 | **Transport and communication** | Forms and function of communication | By the end of the lesson the learner should be able to state **identify forms and state the function of communication** | explain the functions | * Observing chart * Identifying * Drawing | * Wall maps * Diagrams from pupils book | OLT PBK7 PG75  OLT TG PG | Oral exercise |  |
| 13 | 1 | **Transport and communication** | Problem facing communication system | By the end of the lesson the learner should be able to explain **problems facing communication systems** | * identify forms of communication | * Identifying * Drawing * Discussion * explanation |  |  | Drawing maps |  |
|  | 2 | **Trade** | Role of government in trade | By the end of the lesson the learner should be able to **identify and appreciate the role of government in trade** | explain the role of government in trade | * Observing chart * Discussion * explanation | * Maps * Charts showing symbols * Wall map | OLT PBK7 PG76  OLT TG PG | Written exercise |  |
| 3 | **Trade** | Export and import | By the end of the lesson the learner should be able to identify **export from Kenya and import to Kenya** | * identify forms of export and import to Kenya | * Observing chart * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG77  OLT TG PG | Filling in blank spaces |  |
| 4 | **Trade** | Importance of trade | By the end of the lesson the learner should be able to **explain the importance of trade** | explain the importance of trade | * Explanation * observation * Questioning | * Wall maps   Diagrams from pupils book | OLT PBK7 PG78  OLT TG PG | Written exercise |  |
| 14 | 5 | **Revision** | examination | By the end of the lesson the learner should be able to **answer revision questions correctly** | * identify forms of communication | * Discussion * observation * Questioning | * Examination papers | OLT PBK7 PG80-84  OLT TG PG | Oral exercise |  |

Social Studies schemes of work

Standard Eight Term III

**References**

1. Our Lives Today pupil’s book 8
2. Our Lives Today teacher’s guide book 8

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| WEEK | LSN | **TOPIC** | SUBTOPIC | OBJECTIVES | TEACHER’S ACTIVITIES | LEARNER’S ACTIVITIES | RESOURCES | REFERECES | ASSESSMENT | REMARKS |
| 1 | REPORTING AND PREPARATIONS | | | | | | | | |  |
| 2  3 | 1 | **Political development and systems** | Early political associations in Kenya | By the end of the lesson the learner should be able to **identify early political association in Kenya up to 1939** | * Observing chart * Identifying * Early political association | * Observing chart * Identifying * Drawing | * Maps * Diagrams from pupils book | OLT PBK7 PG130  OLT TG PG |  |  |
| 2 | **Political development and systems** | Early political associations in Kenya (EAA) | By the end of the lesson the learner should be able to **describe the role played by East Africa association in the struggle for independence** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG131  OLT TG PG | Drawing maps |  |
| 3 | **Political development and systems** | Early political associations in Kenya (YKA) | By the end of the lesson the learner should be able to **describe the role played by Young Kikuyu Association in the struggle for independence** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG133-134  OLT TG PG | Written exercise |  |
| 5 | **Political development and systems** | Early political associations in Kenya (KCA) | By the end of the lesson the learner should be able to **describe the role played by Kikuyu Central Association the struggle for independence** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG135  OLT TG PG | Filling in blank spaces |  |
| 1 |  | (KTWA) | By the end of the lesson the learner should be able **to describe the role played by Kavirondo Tax Payer Welfare association the struggle for independence** | * Explanation * Identifying development of the early man * Discussion | * Explanation * Identifying development of the early man * Discussion | * Diagrams from pupils book | OLT PBK7 PG139  OLT TG PG | Written exercise |  |
| 2 | The legislative Council (LegCo) | Nomination to LegCo | By the end of the lesson the learner should be able **to identify African member to the Leg CO** | * Describing the partition * Explanation | * Describing the partition * Explanation | * Picture cuttings * Diagrams from books | OLT PBK7 PG140  OLT TG PG | Oral exercise |  |
| 3 |  | The role of Leg Co | By the end of the lesson the learner should be able to **describe the role played by Leg Co in struggle for independence** | * Explanation * Describing * Discussion * Observation | * Explanation * Describing * Discussion * Observation | * Diagrams from pupils book | OLT PBK7 PG143-45  OLT TG PG | Drawing maps |  |
| 4 |  | The Second world war (1939-1945) | By the end of the lesson the learner should be able to **identify the effect of world War 2 on struggle for impendence** | * Explanation * Identifying prehistoric sites * Discussion | * Explanation * Identifying prehistoric sites * Discussion | * Pictures of – * Diagrams from pupils book | OLT PBK7 PG146-149  OLT TG PG | Written exercise |  |
| 5 |  | Kenya Africa study Union, Kenya African union | By the end of the lesson the learner should be able to **name founder member of political association** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Pictures Diagrams from pupils book | OLT PBK7 PG150  OLT TG PG | Filling in blank spaces |  |
| 4 | 1 |  |  | By the end of the lesson the learner should be able to **explain the role of political movement in the struggle for independence** | * Observing chart * Identifying * Drawing | * Observing maps * Identifying political role | * Charts showing scramble of Africa * Wall maps | OLT PBK7 PG152  OLT TG PG | Written exercise |  |
| 2 | **The MAUMAU, KANU, KADU,APP** |  | By the end of the lesson the learner should be able to **identify founder and explain role of political association and movements in struggle for independence** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing map * Observing chart * explanation | * Charts showing scramble of Africa * Wall maps | OLT PBK7 PG152  OLT TG PG | Oral exercise |  |
| 3 | Attainment of independence | Events leading to attainment of independence | By the end of the lesson the learner should be able to **describe the events that took place in the attainment of independence** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Charts showing scramble of Africa * Wall maps | OLT PBK7 PG153  OLT TG PG | Drawing maps |  |
| 4 |  | Kenya become republic | By the end of the lesson the learner should be able **describe how Kenya got Mandaraka and become a Republic** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Conversion * Observing chart * Identifying | * Local environment * Wall map | OLT PBK7 PG154  OLT TG PG | Written exercise |  |
| 5 | Political development | major political event | By the end of the lesson the learner should be able to  **identify major political development and events since 1963** | * Explanation * Identifying development of the early man * Discussion | * Observing chart * Identifying * Drawing | * Sketch maps * Charts * Wall maps | OLT PBK7 PG154  OLT TG PG | Filling in blank spaces |  |
| 5 | 1 |  | Major political development | By the end of the lesson the learner should be able to **describe the and appreciate the political changes taking place in Kenya** | * Describing the partition * Explanation | * Demonstration * Drawing * Discussion * explanation | * Pictures of prominent leaders | OLT PBK7 PG154  OLT TG PG | Written exercise |  |
| 2 | **Prominent Kenyans** | Mzee Jomo Kenyatta | By the end of the lesson the learner should be able to **describe life and appreciate contribution of Mzee Jomo Kenyatta to the independence of his country** | * Explanation * Describing * Discussion * Observation | * Demonstration * Drawing * Discussion * explanation | * Pictures of prominent leaders | OLT PBK7 PG154  OLT TG PG | Oral exercise |  |
| 3 | **Prominent Kenyans** | Daniel Arap Moi | By the end of the lesson the learner should be able to **describe life and appreciate contribution of Daniel Arap Moi in struggle for independence of his country** | * Explanation * Identifying prehistoric sites * Discussion | * Demonstration * Drawing * Discussion * explanation | M Pictures of prominent leaders | OLT PBK7 PG155  OLT TG PG | Drawing maps |  |
| 4 | **Prominent Kenyans** | Oginga Odinga | By the end of the lesson the learner should be able to **describe life and appreciate contribution of Oginga Odinga to the nation** | * Explanation * Identifying * Discussion * Observation | * Demonstration * Drawing * Discussion | Pictures of prominent leaders | OLT PBK7 PG155  OLT TG PG | Written exercise |  |
| 5 | **International co-operation** | The united nation (UN) | By the end of the lesson the learner should be able to **describe the formation of united nation** |  | * Explanation * Identifying * Discussion | * Maps showing   international co-operations | OLT PBK7 PG156  OLT TG PG | Filling in blank spaces |  |
|  | **International co** | The united nation (UN) | By the end of the lesson the learner should be able **describe and identify the agencies of and functions of (UN)** |  | * Demonstration * Drawing * Discussion | * Maps showing   international co-operations | OLT PBK7 PG156  OLT TG PG | Written exercise |  |
| 6 | MID TERM EXAMINATIONS | | | | | | | | |  |
|  | 1 | **International co** | The united nation (UN) | By the end of the lesson the learner should be able to **highlight the achievement of the (UN)** |  | * Observation * Demonstration * Drawing | * Maps showing * international co-operations | OLT PBK7 PG157  OLT TG PG | Oral exercise |  |
| 7 | 3 | **International co** | The united nation (UN) | By the end of the lesson the learner should be able to **state the failure and problems facing the (UN)** |  | * Explanation * Observation * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG158  OLT TG PG | Drawing maps |  |
| 4 | Common wealth | Common wealth | By the end of the lesson the learner should be able to **describe the formation of the common wealth** |  | * Explanation * Identifying factor * Discussion | * Maps showing * international co-operations | OLT PBK7 PG159  OLT TG PG | Written exercise |  |
| 5 |  | Common wealth | By the end of the lesson the learner should be able to **the functions of the common wealth** | * identify forms of communication | * Discussion * explanation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG160  OLT TG PG | Filling in blank spaces |  |
| 1 |  | Achievement of common wealth | By the end of the lesson the learner should be able **state functions of common wealth** | explain the functions of common wealth | * Explanation * Discussion | * Maps showing * international co-operations | OLT PBK7 PG160  OLT TG PG | Written exercise |  |
| 2 |  | Failure of commonwealth | By the end of the lesson the learner should be able **to outline the failure of the commonwealth** | * identify failure of the common wealth | * Discussion * explanation   Questioning | * Maps showing   international co-operations | OLT PBK7 PG161  OLT TG PG | Oral exercise |  |
| 3 |  | Problems of the common wealth | By the end of the lesson the learner should be able to **state the problems faced by the common wealth** | explain the common wealth problems | * Discussion * explanation * Questioning | * Maps showing * international co-operations | OLT PBK7 PG161  OLT TG PG | Drawing maps |  |
| 4 | Citizenship | Importance | By the end of the lesson the learner should be able to **explain the impotance of good citizenship** | * identify forms of communication | * Explanation * Discussion * Observation | * Diagrams from the books | OLT PBK7 PG162  OLT TG PG | Written exercise |  |
| 5 |  | Loss of Kenya citizenship | By the end of the lesson the learner should be able **to outline the condition under which one can lose/his or her citizenship** |  | * Explanation * Identifying * Discussion * Observation | * Diagrams from pupils book | OLT PBK7 PG162  OLT TG PG | Filling in blank spaces |  |
| 8 | 1 | Democracy and human right | Types of democracy | By the end of the lesson the learner should be able to **state types of democracy** | * identify forms of communication | * Observing maps * Identifying s | * Charts showing human rights | OLT PBK7 PG152  OLT TG PG | Written exercise |  |
| 2 |  | Political parties in Kenya | By the end of the lesson the learner should be able to **describe some political parties in Kenya and their policies** | explain the functions | * Drawing * Discussion * explanation | * Charts showing political parties | OLT PBK7 PG152  OLT TG P | Oral exercise |  |
| 3 |  | Role of political parties | By the end of the lesson the learner should be able to **describe the role of political parties in a democracy** | * identify role of political party | * Observing chart * Discussion * explanation | * Charts showing political parties | OLT PBK7 PG153  OLT TG PG | Drawing maps |  |
| 4 |  | Benefits | By the end of the lesson the learner should be able **state the benefits of a democracy** | explain the benefits of democracy | * Conversion * Observing chart * explanation | * Charts showing political parties | OLT PBK7 PG154  OLT TG PG | Written exercise |  |
| 5 |  | The bill of right | By the end of the lesson the learner should be able to  **state human right and appreciate the bill of right** | * identify human rights * discuss bill of right | * Observing chart * Identifying * Drawing | * Charts showing bill of right | OLT PBK7 PG154  OLT TG PG | Filling in blank spaces |  |
| 9  10 | 1 | Law, peace and reconciliation | Symbols of national unity | By the end of the lesson the learner should be able to **identify the symbols of national unity** | identify the symbols of national unity | * Demonstration * Drawing * Discussion * explanation | * a flag * Charts showing symbol of national unity | OLT PBK7 PG154  OLT TG PG | Written exercise |  |
| 2 |  | Factors promoting national unity | By the end of the lesson the learner should be able to **state factors that promote national unity** | identify factors that promote national unity   * explain the factor | * Demonstration * Drawing * Discussion * explanation | * a flag   Charts showing symbol of national unity | OLT PBK7 PG154  OLT TG PG | Oral exercise |  |
| 3 |  | Importance of national unity | By the end of the lesson the learner should be able **explain the importance of national unity** | * identify forms of communication | * Demonstration * Drawing * Discussion * explanation | * a flag   Charts showing symbol of national unity | OLT PBK7 PG155  OLT TG PG | Drawing maps |  |
| 4 |  | Factors undermining national unity | By the end of the lesson the learner should be able to **identify factor undermining national unity** | explain the functions | * Demonstration * Drawing * Discussion | * a flag   Charts showing symbol of national unity | OLT PBK7 PG155  OLT TG PG | Written exercise |  |
| 5 | **The government of Kenya** | The Kenyan constitution | By the end of the lesson the learner should be able **state the process of making, amending and reviewing the Kenya’s constitution** | * describing the process of making constitution | * Explanation * Note taking * Discussion * Questioning | * Maps * Charts showing symbols * Wall maps | OLT PBK7 PG173  OLT TG PG | Filling in blank spaces |  |
| 1 | **The government of Kenya** | Formation of the government | By the end of the lesson the learner should be able to **explain the process of making the government** | explain the process of making the government | * Explanation * Questioning * Drawing | * Maps * Charts * Wall maps | OLT PBK7 PG1  OLT TG PG | Drawing maps |  |
| 2 | **The government of Kenya** | Loss of parliamentary seat | By the end of the lesson the learner should be able to **explain how one may lose parliament seat** | * identify way one may lose seat in parliament | * Note taking * Discussion * Explanation | * Diagrams from pupils book | OLT PBK7 PG174  OLT TG PG | Written exercise |  |
| 3 | **The government of Kenya** | Conducting national election | By the end of the lesson the learner should be able to **describe the process of national election** | explain the functions | * Explanation * observation * Questioning | * Diagrams from pupils book | OLT PBK7 PG175  OLT TG PG | Filling in blank spaces |  |
|  | 4 |  | Participating in government and civic life | By the end of the lesson the learner should be able to **describe state ways of participating in government and civic life** | Describe  Explain the functions | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing symbols | OLT PBK7 PG175  OLT TG PG | Written exercise |  |
|  | 5 |  |  | By the end of the lesson the learner should be able to **describe the process of national election** | * Describe the process of election * explain the functions | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing symbols | OLT PBK7 PG175  OLT TG PG | Oral exercise |  |
| 11 | 1 | **The arms of the government** | The arms of the government  Executive | By the end of the lesson the learner should be able to **describe the composition and functions of cabinet and civil servant** | * identify forms of communication | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing arms of government | OLT PBK7 PG175  OLT TG PG | Drawing maps |  |
|  | 2 |  | Legislature | By the end of the lesson the learner should be able to **describe the composition of legislature, describe the process of legislation and state function of parliament** | explain the functions | * Discussion * Identifying observation * Questioning | * Draft constitution * Wall maps * Diagrams from pupils book | OLT PBK7 PG170-180  OLT TG PG | Written exercise |  |
|  | 3 |  | Judiciary | By the end of the lesson the learner should be able to **describe the composition judiciary** | * identify forms of communication | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing judiciary | OLT PBK7 PG175  OLT TG PG | Drawing maps |  |
|  | 4 |  | Sources of government revenue and forms of government expenditure | By the end of the lesson the learner should be able to **describe the sources of government revenue and how it spend its money** | explain the functions | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing symbols * Wall maps | OLT PBK7 PG175  OLT TG PG | Written exercise |  |
|  | 5 |  | Local authority | By the end of the lesson the learner should be able to **name types of local authority ,describe process of electing officers, their functions and relationship with the government** | * identify forms of communication | * Discussion * Identifying observation * Questioning * explanation | * Pictures * Maps * Charts showing symbols * Wall maps | OLT PBK7 PG175  OLT TG PG | Filling in blank spaces |  |
| 12 | 1-2 |  | National defence | By the end of the lesson the learner should be able to **–identify organs of national defence**  **-appreciate the need of national defence and explaining their role in maintaining law and order** | Identify organs of the national defence  Discussing | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing symbols * Wall maps | OLT PBK7 PG118-180  OLT TG PG | Written exercise |  |
|  | 3-5 |  |  | By the end of the lesson the learner should be able to **describe the sources of government revenue** | identify sources of government revenue | * Discussion * Identifying observation * Questioning | * Pictures * Maps * Charts showing symbols | OLT PBK7 PG118-180  OLT TG PG | Oral exercise |  |
| 13 |  | REVISION AND EXAMINATIONS | | | | | | | |  |