

 **Primary Six Social Studies Scheme of Work for Term II**

THEME	WK	P D	TOPIC	SUB-TOPIC	COMPETENCES SUBJECT	COMPETENCES LANGUAGE	CONTENT	TECHNIQUES METHODS	ACTIVITIES	T/L AIDS	LIFE SKILLS & VALUES	REF	REM
LIVING TOGETHER IN EAST AFRICA	1						GOING THROUGH THE HOLIDAY WORK						
	2	1	MAJOR RESOURCES OF EAST AFRICA	LAND	The learner should be able to: Define natural resources Identifies the types of resources Give examples of each resource above	The learner should read and pronounce Resource Utilization Renewable Non-renewable Degradation Natural	Vocabulary Meaning of natural resources Examples of natural resources Types of natural resources Land Uses of land Ways man has misused land Conservation of land	Whole class Discussion Brainstorming Field trip	Reading Pronouncing Writing and Making sentences	-Chalk board illustration -School Compound.	Environmental awareness Making the best use of available resources Making choices	MK pupils' book 4 page 104	
		2		LAND	The learner states the activities carried out on land Mentions the meaning of farming Defines the different farming systems in East Africa	Land Farming Industrialization Tourism Subsistence farming Mining Fishing Horticulture Floriculture	Discussing activities carried out on land Farming Tourism Mining Transport Fishing Industrialization Trade	Whole discussion Brainstorming	Reading Pronouncing Writing structured Notes	Chalk board illustration -School Compound	Problem solving Critical thinking Environmental awareness	MK pupils' book 4 page 104	
		3		TYPES	The learner	Subsistence	Give the	Question	Reading	-Text	Problem	Sharin	

		& 4		OF FARMI MG	states the advantages and disadvantag es of each farming system	farming Mixed farming Plantation farming Perennial crops	advantages and disadvantage s of each type of farming Mixed farming Subsistence farming Plantation farming	and answer Discussion Brainstormi ng	Pronounci ng Writing structures	books -Atlas - Chalkboa rd illustratio n	solving Critical thinking Environ mental awarenes s.	g our world pupils' book six page 26	
THEM E	WK	P D	TOPIC	SUB- TOPIC	COMPETE NCES SUBJECT	COMPETE NCES LANGUAG E	CONTENT	TECHINIQ UES METHOD S	ACTIVIT IES	T/L AIDS	LIFE SKILLS & VALUES	REF	RE M
LIVING TOGETHER IN EAST AFRICA	2	5	MAJOR RESOURC ES OF EAST AFRICA	TRADIT IONAL AND NON- TRADIT IONAL CROPS	The learner defines Traditional cash crops Non- traditional cash crops Classifies / gives examples of traditional and non traditional crops	The learner used words Traditional Non- traditional crop	Meaning of Traditional and non traditional crops Examples of each of the above	Brainstormi ng Whole class discussion	Reading and writing Asking and answering oral and written questions Taking structured questions	-Chalk board illustratio n. -Some real cash crops e.g.coffe e berries,b ean seeds.	Discussio n making Team work	Primar y six curricu lum page 116	
	3	6 & 1		MAJOR CASH CROPS IN EAST AFRICA	The learner defines cash crops Identify the major cash crop in East Africa Identify places	Cash crops Condition Coffee Cotton Beverage Husks Kilombero valley Oil palm	Meaning of cash crops Places where they are grown Conditional necessary for proper growth of	Brainstormi ng Whole class discussion	Reading and writing Asking and answering oral and written questions	-Chalk board illustratio n. -Some real cash crops e.g. coffee berries.	Problem solving Critical thinking Discussio n making	Teach ers' own collect ion	

					where cash crops are grown in East Africa State the conditions necessary for proper growth of each cash crop	Nettle trees	each of the stated cash crops		Taking structured questions				
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LIVING TOGETHER IN EAST AFRICA	3	2	MAJOR RESOURCES OF EAST AFRICA	IRRIGATION FARMING	The learner defines irrigation State the advantages and disadvantages of irrigation farming Give examples of irrigation schemes in East Africa	Farming Irrigation	Meaning of irrigation Farming Advantages of irrigation farming Disadvantages of irrigation farming Irrigation schemes in East Africa	Brainstorming Whole class discussion	Reading and writing Asking and answering oral and written questions Taking structured questions	-Chalk board illustration -Buckets. -Water Sprinkler	Problem solving Critical thinking Discussion making	MK book 6 page 56 Functional book 6 page 38	
	3	3		WAYS OF PRESERVING FOOD IN EAST AFRICA	The learner States the different methods of preserving food. Identifies	Cash crops Preservation Modern methods Traditional methods	Ways of preserving food Traditional methods By smoking Sun drying	Discussion Brainstorming Illustration Explanation	Ask and answer oral questions Writing structured notes	-Chalk board illustration -School fridge. -Dried	Friendship Environmental awareness	MK book 6 page 55	

					traditional and local methods of preserving food. States reasons why the colonialists encouraged cash crop growing		Salting Modern methods Freezing Tinning / canning Reasons why the British encouraged cash crop growing			and smoked fish.			
		4		IMPORTANCE OF FARMING IN OUR REGION	The learner; states the importance of farming Identifies problems and solutions	Income soil erosion Drought Expensive Modern Agricultural Agriculture	Importance of farming Problems facing farmers Solutions	Discussion Brainstorming Illustration Explanation	Ask and answer oral questions Writing structured notes	-Chalk board illustration	Friendship Environmental awareness	Functional book 6 page 45 & 47	

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LIVING TOGETHER IN EAST AFRICA	3	5 & 6	MAJOR RESOURCES OF EAST AFRICA	CO-OPERATIVE SOCIETIES	The learner; Defines Co-operative society States the importance of	Society Cooperative society	Definition of cooperative society Importance of cooperative societies Map of East Africa	Discussion Brainstorming Illustration Explanation	Ask and answer oral questions Writing structured notes Drawing the map	-Chart showing cash crop growing in East Africa -Text books	Drawing Critical thinking Problem solving	MK book 6 page 54	

				cooperative societies Draws the map showing cash crop growing in East Africa		showing cash crop		of East Africa showing cash crop growing				
4	1		LIVESTOCK FARMING	The learner gives the meaning of livestock farming Differentiate between a dairy farm and a ranching scheme Gives examples of each of the above Mentions the products from the above farms	Livestock farming Dairy farming Ranch farming Cheese Yoghurt	Meaning of livestock farming Differentiate between dairy farming and ranch farming Examples of dairy farm and a ranching scheme Product from each of the above farms	Discussion Discovery Brainstorming Question and answers	Answering oral questions Doing the given activity	-Chalk board -Text books	Environmental awareness Critical thinking Problem solving	Functional book6 page 46 to 47	

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4	2 & 3	MAJOR RESOURCES OF EAST AFRICA	PASTORALISM IN EAST AFRICA	The learner gives the meaning of pastoralism Gives examples of pastoral tribes in East Africa States the problems and solutions	Pastoralist Patoralism Cattle rustling Drought Valley dams dairy	Meaning of pastrolaism Examples of pastoral tribes in EAST Africa Importance of cattle to pastoral tribes Problems facing pastoralism Solutions to the problems	Discussion Discovery Brainstorming Question and answers	Answerin g oral questions Doing the given activity	-Chalk board -Text books	Environ mental awarenes s Critical thinking Problem solving	Function al book6 page 46 to 47
	4		TOURISM / WILDLIFE	The learner gives the meaning of tourism. Gives the types of tourists Gives examples of major tourist in East Africa Give the meaning of wildlife Identifies the different types of animals found in our natural environment	Tourist Tourism Internal External Climate Wildlife Herbivore Canivores Omnivorous animals	Meaning of tourism Types of tourist Examples of major tourist centers Meaning of wildlife Types of animals found in the nnatural environment	Discussion brainstorming	Answerin g oral and written questions	-Chart showing tourist sites in East Africa. - Text books	Problem solving Critical thinking Environ mental awarenes s.	Function al book6 page 69-76

		5 & 6		NATIONAL GAME PARKS IN EAST AFRICA	The learner states the meaning of a game park. States other areas where wild life is conserved	Game park Game reserve Zoo Sanctuaries Permission gazetted	Meaning of Game parks and game reserves Meaning of a zoo and sanctuary Examples of game parks in East Africa Problems faced by game parks and their solutions Drawing map showing National game parks and game reserve in East Africa	Discussion brainstorming	Answering oral and written questions Drawing the map of East Africa showing game parks and reserves	-Chart showing National game parks in East Africa - Text books	Problem solving Critical thinking Environmental awareness	Functional book6 page 69-76	
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LIVING TOGETHER IN EAST AFRICA	5	1	MAJOR RESOURCES OF EAST AFRICA	IMPORTANCE OF TOURISM INDUSTRY TO THE PEOPLE OF EAST	The learner states the importance of tourism to the people Suggests the ways the tourism industry can be	Tourism Invisible exports Income Foreign Poaching	Importance of tourism Ways of improving tourism in the region Why tourism is well developed in Kenya than Uganda	Brainstorming Discussion Explanation	Answer oral and written questions	-Chalk board illustration	Friendship Environmental awareness Critical thinking Respect Problem solving	MK book 6 page 41-42	

			AFRICA	improved in the region. States why the tourism industry is more developed in Kenya than Uganda								
	2		VEGETATION	The learner gives the meaning of vegetation Mentions the types of vegetation Give example soft wood trees and their products	Vegetation Soft wood trees Wood products	Meaning of vegetation Types of vegetation Examples of soft wood trees	Brainstorming Discussion Explanation	Answer oral and written questions	-Chalk board illustration. -Plants in the School Environment.	Friendship Environmental awareness Critical thinking Respect Problem solving	MK book 6 page 25-30 Functional book 6 page 60-62	
	3 & 4		NATURAL VEGETATION	The learner gives the meaning of natural vegetation States examples of natural vegetation in the region States the factors that influence the	Natural vegetation Influence	Meaning of natural vegetation Examples of natural vegetation Factors influencing natural vegetation	Brainstorming Discussion Explanation	Answer oral and written questions	-Chalk board illustration. -Chart showing Vegetation belts in E.Africa.	Friendship Environmental awareness Critical thinking Respect Problem solving	MK book 6 page 25-30 Functional book 6 page 60-62	

					vegetation in East Africa and how?								
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LIVING TOGETHER IN EAST AFRICA	5	5 & 6	MAJOR RESOURCES IN EAST AFRICA	VEGETATION BELTS AND REGIONS OF EAST AFRICA	The learner gives the different vegetation regions in East Africa Gives the characteristics of the each of the above vegetation region	Vegetation belt Characteristics Canopy Buttress roots Species Moon land and sheth	The vegetation belts of East Africa Characteristics of different vegetation regions	Whole class discussion brainstorming	Writing structured notes Answer given questions	-The environment Charts showing different vegetations	Environmental awareness Making the best use of available resources Choice making.		

6	1 & 2	SWAMP VEGETATION	The learner gives the meaning of a swamp States the economic activities carried out in swamps Give the reasons why people reclaim swamps and dangers of the above	Swamp reclamation Swamp drainage Papyrus Relaim	Meaning of a swamp Importance of swamps Economic activities carried out in swamp Problem facing swamps. Why people reclaim swamps Dangers of swamp drainage Map of East Africa showing Natural forests	Whole class discussion brainstorming	Writing structured notes Answer given questions	The environment Charts showing different vegetations	Environmental awareness Making the best use of available resources Choice making.		
	3 & 4	MINERAL RESOURCES IN EAST AFRICA	The learner give the meaning of mining Types of minerals Methods of mining in East Africa Draws the map of East Africa showing mineral deposits	Mineral Mining Extraction Explosives	Meaning of mining and minerals Types of mineral in East Africa Methods of mining in East Africa Mineral distribution in East Africa	Whole class discussion brainstorming	Writing structured notes Answer given questions	The environment Charts showing different vegetations	Environmental awareness Making the best use of available resources Choice making.	Atlas page 37	

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LIVING TOGETHER IN EAST AFRICA	6	5 & 6	MAJOR RESOURCES OF EAST AFRICA	IMPROTANCE OF MINING IN EAST AFRICA	The learner gives the importance of mining in East Africa States the environmental dangers as a result of mining in an areas. Problems faced by the mining industry and their solutions	Mining Danger Environmental degradation Soil erosion Pollution	Importance of Environmental dangers of mining Problems faced by the mining industry Solutions to the stated problems	Whole class discussion Brainstorming Field trip Illustration	Asking and answering oral questions Doing the given exercise	-Chalk board illustration -Pupils Text books.	Environmental awareness Problem solving Critical thinking	Mac. Millaan Atlas page 37	
	7	1 & 2		DRAINAGE FEATURES IN EAST AFRICA	The learners gives the meaning of drainage features Identifies the examples of drainage features in East Africa Gives the characterist	Drainage Rift valley Depression Escarpment Faulting	Meaning of drainage features Examples of drainage features Characteristics of rift valley lakes Characteristics of depression lakes. Map of the	Whole class discussion Brainstorming Field trip Illustration	Asking and answering oral questions Doing the given exercise	-Chart showing the great East African Rift Valley.	Environmental awareness Problem solving Critical thinking	Sharin g our world book 6 page 6-10 Functional primary social studies book 6 page	

					ics of rift valley Characteristics of depression lakes with relevant examples Draws the map of the great East African Rift Valley.		great Eastern rift valley						6-16	
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LIVING TOGETHER IN EAST AFRICA		3		MAJOR INLAND PORTS ON LAKE VICTORIA	The learner identifies the major inland ports on lake Victoria in each of the East African countries States the	Inland Port Development Ferries	Major inland ports on lake Victoria Importance of inland ports in the Development of East Africa Map of L Victoria	Discussion Illustration Brainstorming Question and answer	Asking oral questions Doing the given activity Drawing the given map	-Chalk board illustration -Chart showing map of lake Victoria	Problem solving Critical thinking Environmental awareness	MK book 6 page 18-19	

				importance of inland ports in the Development of East Africa. Draws a map of lake Victoria showing major inland port		showing inland ports						
	4, 5 & 6		FISHING IN EAST AFRICA	The learner gives the meaning of fishing Identifies the examples of fishing ground in East Africa Gives the examples of fish caught in East	Fishing Fish Species Aquatic life Modern Tradition Preserving	Meaning of fishing Examples of fishing grounds in East Africa Examples of fish caught in East Africa Traditional and modern methods of fishing Traditional and modern methods of preserving fish Importance of fishing Problems faced by the fishing industry and their solution Map showing	Discussion Illustration Brainstorming Question and answer	Asking oral questions Doing the given activity Drawing the given map	-Chalk board illustration -Map of East Africa showing the major fishing grounds.	Problem solving Critical thinking Environmental awareness	MK book 6 page 18-19	

major fishing grounds in East Africa

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LIVING TOGETHER IN EAST AFRICA	8	1	TRANSPORT AND COMMUNICATION	SOCIAL SERVICES IN EAST AFRICA	The learner gives the meaning of social services Gives examples of social services Gives the types of transport Importance of transport.	Social services Transport Electricity Amenities Insurance Banking Security	Meaning of social services. Examples of social services Meaning of transport Types of transport Importance of transport	Brainstorming Whole class discussion Story telling	Asking questions Answering oral and written question Drawing the given map	-Chart showing transport network in work in East Africa. -Pupils Text books.	Effective communication Decision making	MK page 147-163	
		2 & 3		ROAD TRANSPORT	The learner gives the different types of roads Mentions the different means of road transport States the importance	Transport means Murram roads Seasonal road Accident Causes	Types of roads Means of road transport Importance of well developed road network Advantages and disadvantage	Brainstorming Whole class discussion Story telling	Asking questions Answering oral and written question Drawing the given map	-Chart showing transport network in work in East Africa. - Pupils Text books.	Effective communication Decision making	MK page 147-163	

					of a well developed road network. Gives the advantages and disadvantages of road transport. Common causes of road accidents Ways of controlling road accidents in East Africa		s of road transport Common causes of road accidents Ways of controlling road accidents						
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LIVING TOGETHE R IN EAST	9	1	TRANSPOR T AND COMMUN ICATION	AIR TRANSP ORRT	The learner, mentions international air ports	Air transport Perishable goods Jets, helicopters	International air ports Means of air transport Advantages	Discussion Problem solving Brainstormi	Taking structured notes	Chalk board illustration	Problem solving Critical thinking Environ	MK book 6 page 147-163	

				in East Africa Mentions the means of air transport Advantages Disadvantage Perishable goods	Fresh fish Quick, fast Congestion	and disadvantages of air transport Perishable goods	ng Question and answer			mental awareness		
	2 & 3		WATER & PIPELINE TRANSPORT	The learner; mentions the means of water transport. States the advantages and disadvantages of water transport States reasons why some parts of rivers are not used for. Transport Give the goods transported by pipeline Give advantages and disadvantages	Canoe Pipeline Ferry Liquids Flexible Pumped Dar-el-salaam	Means of water transport Advantages Disadvantages Reasons why some rivers are not used for transport Goods transported by pipeline transport Disadvantages of pipeline transport	Discussion Problem solving Brainstorming Question and answer	Taking structured notes	-Chalk board illustration - Waterpipes. -Piped water in the School Environment.	Problem solving Critical thinking Environmental awareness	MK book 6 page 147-163	

					es of pipeline transport								
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LIVING TOGETHER IN EAST AFRICA	9	4	TRANSPORT AND COMMUNICATION	COMMUNICATION NETWORK IN EAST AFRICA	The learner; gives the meaning of the term communication Mentions examples of modern and traditional means of communication Gives the meaning of mass media with relevant example	Communication Means of communication Mass media	Meaning of communication Traditional and Modern means of communication Meaning of mass media Examples of mass media	Discussion Problem solving Brainstorming Question and answer	Taking structured notes	- Newspapers -Radio -Mobile phones - Magazines	Problem solving Critical thinking Environmental awareness	MK book 6 page 164-166	
		5 & 6		COMMUNICATION NETWORK IN EAST AFRICA	The learner; mentions advantages & disadvantages of using a radio as a means of communication Mentions advantages	Post office Opportunities Private Telephones News paper	Advantages of using a radio Disadvantages of using a radio Advantages of newspaper Disadvantages of using newspapers	Discussion Problem solving Brainstorming Question and answer	Taking structured notes	- Newspapers -Radio -Mobile phones - Magazines	Problem solving Critical thinking Environmental awareness	MK book 6 page 164-166	

				<p>and disadvantages of using newspapers as a means of communication</p> <p>Gives example of government and private newspapers</p> <p>States the importance of newspapers and radios during trade</p> <p>Gives the advantages and disadvantages of using a television, post office and letter writing</p> <p>States the problems affecting communication network in EA</p>		<p>Examples of government and private</p> <p>Importance of radios, newspapers, television etc during trade etc</p> <p>Problems affecting communication network in East Africa</p>						
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					SUBJECT	LANGAUG E							
2	1	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	THE COMING OF EUROPEANS IN EAST AFRICA	The learner; 1. Identifies the different groups of Europeans that came to East Africa. 2. States why Europeans referred to Africa as a dark continent. 3. Suggests the general reasons for the coming of Europeans.	The learner uses the following words -European, Europe -Explore, Explore -Missionary, Mission -Colonialist, colony colonise - Colonisation	-Identify the different groups of Europeans that came to East Africa. -Reasons why Africa was referred to as a dark continent. -Reasons why the Europeans came to East Africa.	Whole class discussion -Brain storming -Story felling	-Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	-Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing The journeys made by explorers to East Africa.	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
	2			THE COMING OF THE PORTUGUESE IN EAST AFRICA.	The learners, 1. Defines a Portuguese. 2. State the reasons for their coming to East Africa. 3. States why prince Henry the Navigator started a school for navigators.	-empire -trade -adventure -ivory -navigation -Christianity -fort.	-Meaning of the term Portuguese -Reasons for the coming of the Portuguese -Reasons for the construction of school of Navigators by prince Henry the Navigator.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing The journeys made by explorers to East Africa. -do-	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152 -do	
	3 & 4			DINIZ DIAZ, BARTHOLOMEW DIAZ & VASCO -DA-GAMA.	The learner, 1. Identifies the different Navigators who tried to find a sea route to India 2. Writes short notice on each of the given navigators. 3. States the contribution made by Vasco Da Gama	The learner, uses the following words -Storm, -sea route, -cape -coast Christmas -storms -sailor.	-Naming Navigators who tried to find a sea route to India. -Explaining the journeys made by the early Navigators who tried to find a sea route to India. -Tracing the journey made by Vasco-Da-Gama.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing Vasco-Da-Gama Journey.	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	

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					SUBJECT	LANGAUGE							
	6 & 5	LIVING TOGETHER IN EAST AFRICA		THE PORTUGUESE RULE AT THE COAST OF EAST AFRICA	The learner draws the map showing Vasco-Da-Gama journey. -Writes a brief note on Francisco d'Almeida. -States reasons for building fort Jesus and economic importance to Kenya	-conquer -Fort Jesus -Head quarter -Tourist quarter -Tourist, tourism -Soldier	-Drawing Vasco-Da – Gama's Journey. -Writing shorts notes about Fransisco d;Almeida	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-do-	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
3	1		THE ROAD TO INDEPENDENCE IN EAST AFRICA.	REASONS FOR THE SUCCESS OF PORTUGUES RULE IN EAST AFRICA.	The learner, 1.States the positive and negative effects of Portuguese rule in East Africa 2.Identies faced by the Portuguese in East Africa	The learner uses the words; -Imposed -Collapse -Attacks -Corrupt officials -Kiswahili -Swahili	-Reasons for the success of Portuguese rule in East Africa -Problems faced by the Portuguese in East Africa.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-Chalk board illustration -Reading Functional book6 page 140-144	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
	2 & 3			THE EFFECTS OF THE PORTUGUES RULE IN EAST AFRICA	The learner, 1. States the positive and negative effects of Portuguese rule in East Africa. 2. Identifies the factors that contributed to the decline of Portuguese rule at the cost of East	-taxation - Imposed - Collapse -Attacks -corrupt officials - Kiswahili - Swahili	-Effects of the Portuguese rule in East Africa Reasons for the decline of Portuguese rule in E.Africa.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-do-	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	-do-

					Africa								
	4			EXPLORERS IN EAST AFRICA	<ol style="list-style-type: none"> Who is an explorer ? Identifies the different explorers who came to East Africa. State the importance of the Royal Geographical society to the early explorers . 	<ul style="list-style-type: none"> The Royal Geographical society. Sponsored Supplies Journey 	<ul style="list-style-type: none"> Meaning of explorers Naming the different explorers who came to E.A The role played by the Royal geographical society towards the coming of Explorers to E. Africa 	<p>Whole class discussion</p> <ul style="list-style-type: none"> -Brain storming -Story felling 	<p>Reading S.S.T Pupils Function Book6 Page 140-152</p> <ul style="list-style-type: none"> -Writing structured notes. 	<p>Effective communication</p> <ul style="list-style-type: none"> -Friendship -Respect -Appreciation -Trust. 	<p>Chart showing the routes taken by the explorers to East Africa</p>	<p>Compressive book 6 page 85-93</p> <p>Atlas functional book 6 page 140-152</p>	

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					SUBJECT	LANGAUGE							
	5 & 6	LIVING TOGETHER IN		WHY THE EXPLORERS CAME TO EAST AFRICA.	<ol style="list-style-type: none"> Identifies why the explorers came to East Africa. John Speke and Richard Burton. 	<ul style="list-style-type: none"> - Adventure - Prestige - Discover - Interior 	<ul style="list-style-type: none"> - Reasons for the coming of explorers to East Africa contributions of John Speke and Richard Burton. 	<p>Whole class discussion</p> <ul style="list-style-type: none"> -Brain storming -Story felling 	<p>Reading S.S.T Pupils Function Book6 Page 140-152</p> <ul style="list-style-type: none"> -Writing structured notes. 	<p>Effective communication</p> <ul style="list-style-type: none"> -Friendship -Respect -Appreciation -Trust. 	<p>Chart showing the routes taken by the explorers to East Africa</p>	<p>Compressive book 6 page 85-93</p> <p>Atlas functional book 6 page 140-152</p>	

4	1		THE ROAD TO INDEPENDENCE IN EAST AFRICA	JOHN SPEKE & JAMES GRANT	<p>The learner, 1. states the reasons why John Speke made his second Journey with James Grant to East.</p> <p>2. Identifies the discoveries made by John Speke and James Grant</p>	<p>The learner uses new words</p> <ul style="list-style-type: none"> - Discovery - RGS 	<ul style="list-style-type: none"> - Speke and Grants Journey. - Discoveries made by John Speke and James Grant. 	<p>Whole class discussion</p> <ul style="list-style-type: none"> -Brain storming -Story felling 	<p>Reading S.S.T Pupils Function Book6 Page 140-152</p> <ul style="list-style-type: none"> -Writing structured notes. 	<p>Effective communication</p> <ul style="list-style-type: none"> -Friendship -Respect -Appreciation -Trust. 	<p>Chart showing the routes taken by the explorers to East Africa</p>	<p>Compressive book 6 page 85-93</p> <p>Atlas function al book 6 page 140-152</p>	
	2 & 3			<p>SIR SAMUEL BAKER</p> <p>HENRY MURTON STANLEY</p> <p>DR. DAVID LIVINGSTONE</p>	<ul style="list-style-type: none"> - Traces the journey made by Sir Samuel Baker - Identifies the discoveries made by Sir Samuel Baker. - States the local name of L. Albert - States the journeys made by HM Stanley to East Africa. - Discoveries made by HM Stanley - Suggests why he named MH. Rwenzori Mountains 	<p>The learner uses new words.</p> <ul style="list-style-type: none"> - Governor - Falls - Route <p>- New words</p> <ul style="list-style-type: none"> - Requested - Daily Telegraph - Rescue Palace -Circumnavigate -Missionaries. 	<ul style="list-style-type: none"> - tracing the journeys made by- HM Stanley- Sir Samuel Baker- Dr David Living stone - The discoveries made by each of the above explorers. 	<p>Whole class discussion</p> <ul style="list-style-type: none"> -Brain storming -Story felling 	<p>Reading S.S.T Pupils Function Book6 Page 140-152</p> <ul style="list-style-type: none"> -Writing structured notes. 	<p>Effective communication</p> <ul style="list-style-type: none"> -Friendship -Respect -Appreciation -Trust. 	<p>-do-Chart showing the routes taken by the explorers to East Africa</p>	<p>Compressive book 6 page 85-93</p> <p>Atlas function al book 6 page 140-152</p>	

						of the moon.								
						- Describe the journeys made by Dr. David Livingstone								
						- Identify the discoveries made Dr. David Livingstone								

W K	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUE	ACTIVITY	SKILLS ATTITUDE	AUDIO VISUAL AIDS	REF	RE M
					SUBJECT	LANGAUGE							
	4 & 5	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	MORE EUROPEAN EXPLORERS	The learner, Identifies the discoveries made by Joseph Thompson Dr. Fitcher, Count Teleki and James Bruce	The reads and pronounces the following words correctly -Explorer -Discovery -Masai mara - L. Elementality	-Discoveries made by -Joseph Thompson Dr. Fitcher -Count Teleki -James Bruce	Whole class discussion -Brain storming -Story felling		Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing the routes taken by the explorers to East Africa	Com press ive book 6 page 85-93 Atlas funct ional book 6 page 140-152	
	6			MAP SHOWING EUROPEAN EXPLORERS IN EAST	The learner, draws the map of East Africa showing the routes used by explorers	-Shading -Colouring -Routes -Symbols	Drawing map of East Africa showing routes used by Explorers	Whole class discussion	Drawing the map of East Africa showing routes used by Explorers	Effective communication		-	

				AFRICA						-Brain storming -Story felling		-Friendship -Respect -Appreciation -Trust.		Com press ive book 6 page 85-93 Atlas funct ional book 6 page 140-152	
5	1 & 2			RESULTS OF EUROPEAN EXPLORERS IN EAST AFRICA	-the learner, gives the results of European Explorers in East Africa. Identifies the problems faced by the Europeans in East Africa. Answers topical questions about exploration in East Africa.	-thick forests -sleeping sickness -barrier Exposed	Results of European Explorers in East Africa. - Problems faced by the European Explorers in East Africa.	Whole class discussion -Brain storming -Story felling		Effective communication -Friendship -Respect -Appreciation -Trust.	Chalkboard illustration	-do-Com press ive book 6 page 85-93 Atlas funct ional book 6 page 140-152	-do-		
	3 & 4		THE ROAD TO INDEPENDENCE	EUROPAN MISSIONARIES IN EAST AFRICA	By the end of the lesson, pupil should be able to; -list some missionaries who came to East Africa. -List each one's contribution -State problems they faced. -Give their general contribution in East Africa	-Missionary -Mission stations -Martyrs -Christianity -Protestant	-Reasons for their coming -Examples of missionaries -Contributions of missionaries in East Africa. -Problems faced by the missionaries in East Africa.	Whole class discussion -Brain storming -Story felling	-Reading sharing pgs 114-117 Open discussion as children write short notes. Fill in notes	Using appropriate language Sharing experiences Equipping others with skills. Sharing obedience	Charts textbooks	Functional pg 153-158 Sharing pg 114-117, MK pg 117-122			
W	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHOD	ACTIVITY	SKILLS	AUDIO	REF	RE		

K					SUBJECT	LANGAUG E		S TECHNIQ UE		ATTITUDE	VISUAL AIDS		M
	5 & 6	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE	TRADING COMPANIES IN EAST AFRICA	-The learner, -Gives the meaning of IBEACO and GEACO -Gives the aims of each company in East Africa. -Gives the achievements and failure of the companies	-company - Achievement -Failure -Agreement -Mutiny	The meaning of IBEACO & GEACO -Aims of IBEACO and GEACO in E. Africa -The role played by Carl Peters, Fredrick Lugard and William Mackinon in the establishment of the above companies -Failures of IBEACO & GEACO	Whole class discussion -Brain storming -Story felling	Reading sharing pgs 114-117 Open discussion as children write short notes. Fill in notes	Effective communication Non violent conflict resolution Critical thin	Chalk board illustration	-do-	
6	1 & 2		THE ROAD TO INDEPENDENCE	COLONIALIS T	By the end of pupils should be able to; -Give reasons for scramble and partition. - Identify the colonial master. -Describe the contents of the Berlin, Anglo-German and Heligo land treaties. -Give results for the scramble and partition.	-Partition -Scramble -Colonialist -Conference -Republic -Democracy -Direct -Indirect rule.	-Colonia administrators in Uganda. -Commissioner and governors. -Their contributions -The Buganda Agreement 1900) -the formation of LEGCO in Uganda -Reasons for scramble and partition -Results for the scramble and partition. -The Berlin conference	Whole class discussion -Brain storming -Story felling	Reading MK BK6 PG..... Open discussion on the subtopics read. Filling in notes	- Effective communication Non violent conflict resolution Critical thin	Pictures of British administrator in Uganda	-do- KM bk 2 pg 133 134	
	3		-DO-	-DO-	Revision exercise on the establishment of colonial rule in East Africa		Revision exercise on the establishment of colonial rule in East Africa	Whole class discussion -Brain storming -Story felling	Reading MK BK6 PG..... Open discussion on the subtopics read. Filling in notes	-do- Effective communication Non violent conflict resolution Critical thin	-chalkboard illustration	-do-	-do-

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	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE	COLONIAL ADMINISTRATI ON IN KENYA AND TANZANIA.	Learners will, -Identify the methods of administration in Kenya and Tanzania/ Tanganyika. -Point out some key colonial administrators in Kenya and Tanzania -Give reasons why white settlers dominated in Kenya. -Describe the set up and objectives of the LEGCO IN Kenya and Tanzania	Colonial Administrators Commissioner s Governors settlers	British Commissioner s and governors in Kenya. White settlers in Kenya The LEGCO in Kenya Colonial administration in Tanzania Colonial economic policies n East Africa	Guided discovery Small group discussion Story telling	Reading textbooks Open discussion Writing structures notes Drawing maps	Appreciation Analysis Critical thinking Comparing Tolerance Assertiveness Decision making	Textbook s Pictures Charts	Fountain 139-45 Functional Bk 6-169-174 Atlas 59,sharing-130, MK 6-133-134	
7	1 , 2 3			Reactions to colonial rule in East Africa	Learners will -State ways people reacted towards colonial rule. -List collaborators and resisters -Their contribution	Collaboration Reaction Resistance Rebellions Demonstration Boycott Treaties Agreement Movements	-Methods or ways people reacted towards colonial rule. -Collaborations in Uganda, -Resistance in Uganda. -Collaborators and resistance in Kenya. -Collaboration and resistance in Tanganyika. (various rebellions, results of colonial rule in Uganda, Kenya and Tanganyika).	Whole class discussion Story telling Guided discovery Role play Demonstration	Activity the reaction of Africans e.g. those that resisted (Kabalega, Kasagama -Akidas and Jumbes in Tanganyika -Whole discussion -Structures notes	Acting Critical thinking Expression Effective communication	Textbook s Pictures Charts		MKB K 6- 136- 140 functi onal 184- 188 Shari ng 137- 144 Fount ain 153
WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHOD S TECHNIQ UE	ACTIVITY	SKILLS ATTITUD E	AUDIO VISUAL AIDS	REF	RE M
					SUBJECT	LANGAUGE							

	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA		Formation of political parties	Learners will -Give reasons why political parties were formed in Uganda -Examples of parties and founders. -Describe the origin of the Namirembe conference and its contents -Explain how Uganda attained independence and the first Ugandan governments after independence	Elections Independence Namirembe Keith Hancock Resolutions Crisis Movements	- The political parties formed in Uganda - Founders of political parties. - Reasons for forming political parties - The namirembe agreement. - The first general elections of 1961-2 - Uganda attains independence - Leadership in Uganda after independence	-do-	Read the textbook compre Hensive bk 6 Whole class discussion with teacher. Talk show by pupil Brainstorming on how they would run the parties and how helpful they were. Structures notes	Dramatizing Endurance creativity	Textbooks charts	MK 6-140-146, FUNCTIONAL 6-198, Fountain -6-160-170 Sharing -6-145-153	
8	1 , 2 & 3		THE ROAD TO INDEPENDENCE	Formation of political parties in Kenya and Tanganyika	Learners will -Identify the political parties and leaders that led Kenya and Tanganyika to independence. i.e -Give general and specific reasons why people demanded for independence. -Give the provisions of the Arusha declaration. -Give characteristics of an independent country	-do-	Formation of political parties in Tanganyika and Kenya. The contributions of key political leaders towards Tanganyika and Kenya's independence. Results of German rule in Tanganyika. The arusha declaration. Change of Kenya to a republic.	Whole class discussion Role play Guided discovery Resourceful person	Story telling by teacher. Reading of texts. Teachers explanation Open discussion Structured notes	Leadership Team work Nationalism	Textbooks Pictures Charts		-do-

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	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA	DEMOCRACY	How democracy is practiced. The role of the electoral commission.	Learners will -Define democracy. -Give the meaning of other types of government. -Explain how democracy is exercised. -Give the importance of democracy -List the roles, persons, problems and solutions of the electoral commission.	Democracy Citizenship Electoral commission Ballot paper Ballot box Returning officer Presiding officer Descent naturalization Deportation Dictatorship Mornachical unitary	Meaning of democracy -Give other types of governments. Importance of democracy -Roles of electoral commission in democracy. -Problems of electoral commission. -Types of citizenship roles and duties of citizens, Rights of citizens	Whole class discussion Guided discovery Story telling.	Debate Dictatorship vs democracy Road textbooks Open discussion Structured notes	Debating respect of human rights Practice of democracy Expression Good morals Nationalism	Charts Textbooks Resources persons	MK bk5-136-137, Comprehensive -5-123-136 Functional BK 5-180, sharing BK 5-123-133	
9	1 , 2 & 3		RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT	Environmental degradation	Learners will -Discus the uses of the environment -Outline the positive and negative environmental practices.	Environment Surroundings Conserve Conservation Degradation Reclamation Drainage Deforestation Afforestation Agro-forestry	-Meaning of environment -Components of environment -Uses of environment -Positive and negative environmental practices -Results of each practice.	Debate Whole class discussion Role play Guided discovery Field trips.	Debate (The give away of Mabira forest to sugar for plantation) Quiz-dangers of living in swampy areas. Structures notes	Good morals Peer resistance -Defending one's decision care for environment Love for environment.	Environmental handouts from wildlife. Pictures Charts -Our environment.	Handouts from Wildlife. Comprehensive -4-97-105	
	4 , 5 & 6		RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT	Environmental conservation	Learners will; -Demonstrate proper use of environment -Demonstrate responsible living in the environment. -Identify the causes of climatic changes -Identify the consequences and solutions of irresponsible environmental behavior -Discuss the means of managing waste in the environment	-do-	-Proper use of environment. -Causes of climatic change -Consequences and solutions of irresponsible environmental behavior. -Methods of proper waste management	-do-	Brainstorming on how we irresponsibly deal with the environment, its consequences and coming out with solutions Structured notes.	-do-	Textbooks Pictures Charts Our environment	-do-	