

SST SCHEME OF WORK FOR PRIMARY SIX TERM 1

WR	DD	TOPIC	SUB TOPIC	COMPETENCES		CONTENT	TECHNIQUES/ METHODS	ACTIVITIES	LIFE SKILLS AC/VALVES	T/L AIDS	REF	RMKS
				SUBJECT	LANGUAGE							
1	6	**GOING T HROUGH HOLIDAY WORK**										
2	1	Common Markets in East Africa	Introduction	Pupils 's should be able to;- • Give the meaning of the term common market. • List the features of common markets. • Give reasons why countries need to cooperate. • State the conditions necessary for the success of common markets. • State how countries benefit. • Disadvantages of common markets	The leaner write, pronounces, and spells the term stated in the introduction e.g. • Labour • Capital • Enterprises • Common markets • Investment • Research • Economic • Dependence • Interdependence	• Features of common markets • Why countries need to co-operate • Conditions necessary for the success of common markets • How member countries benefit from common markets • Disadvantage of common markets	Whole class discussion Story telling	Writing structured notes Answering oral questions through the question and answer technique	Clear pronunciation of terms Sharing with others Using appropriate language Resolving issues without fighting	Chalk Board illustration	MK Standard SST Bk6 Fountain SST for Uganda Bk6	

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	2	The East African Community	Backgroun d of EAC	Learners at the end of the lesson should be able to:- • Analyse the historical background of EAC • Name the first organizations formed before EAC • State how people benefited from the first organizations • Give information about the formation of the defunct EAC (1967 – 1977)	The leaner writes correctly the in full first organizations formed before EAC i.e EACSO, EAHC	1. East African Common Services Organization (EACSO) - How the people benefited from EACSO. - East African High Commission (EAHC) - Function of the EAHC - The East African Community - Founder members	Whole class discussion Story telling	Naming the president of East Africa who formed the EAC Naming the countries that and make up the EAC	- Appreciation - Working together Unity Respect	Chalk Board illustration	Fountain social studies for Uganda Bk6 MK standard SST Bk6 Comprehe nsive SST Bk6	
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	3	Location of countries that formed the EAC. The East African Community		Learners at the end of lesson should be able to:- Define a latitude and longitude Define northern and southern hemisphere Name the five major circles of latitude Locate the five major circles of latitude on a globe	The leaner spells, pronounces and writes the key words correctly i.e. - Arctic circle - Tropic of cancer - Equator - Tropic of Capricorn - Antarctic circle - Hemisphere - Planet - Imaginary	Latitude Northern hemisphere Southern hemisphere This is the angular distance of a place north or south of the Equator They are sometimes called parallels - Northern hemisphere - Southern hemisphere - The five major circles of latitude:- A diagram of a globe showing the five major circles of latitude	Whole class discussion Train stormiest Question and answer	Writing structured hotes Writing structured notes Answering oral.	Appreciation Giving accurate information Clear pronunciation	Chalk Board illustration Chalk Board illustration	Chalk Board illustration Fountain SST for Uganda Bk6 MK stand and SST Bk6 Functional SST Bk6	

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	4 4 5			Give the meaning of the term longitude Name the longitude marked (a) Oº (b) 180º Calculate time of a given longitude West/East of the Greenhill	- Longitude - Rotation - Revolution - Hemisphere	Longitude - Importance of longitude - Diagram of a globe showing longitude - Rotation - Time zones - Calculating time of a given place from the Greenhill	Whole discussion Brain storming	Writing structured notes	Clear spelling and pronunciation of terms	Chalk board illustration	Fountain SST for Uganda Bk6 Mk Stand and SST Bk6 Functional SST Bk6	
3	1	The East African Community	Location of East Africa	At the end of the lesson, learners should be able to:- Locate East Africa using latitudes and longitudes Locate East Africa on the map of Africa Name the landlocked countries in and neighboring East Africa State how Uganda and other neighboring	The learner pronounces and writes correctly the different East African Community countries.	Location of East Africa using latitudes and longitudes A map showing East Africa on the map of Africa A landlocked country Uganda and other countries neighboring East Africa which are also landlocked. Problems faced by landlocked countries Other countries in	Whole class discussion Brain storming	Describing the position of East Africa using latitude and longitudes Using a map of East Africa to name countries that formed the EAC long ago.	Giving accurate information Clear pronunciation of terms Sharing with others Solidarity.	A chart showing member countries of EAC Chalk board illustration	SST Atlas Fountain SST Bk6 MK stand and SST Bk6 Functional SST Bk6	
				landlocked countries benefit from Port Mombasa and Dar-es-salaam		Africa that use Port Mombasa & Dar-es-salaam Capital cities of East African and neighboring countries						

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	3		Location of East Africa	Learners at the end of the lesson should be able to:- List the capital cities of East African countries and their neighbours	The learner spells, pronounces the capital cities of East African countries and their neighbours	Capital cities of East African countries & neighbours A map showing East Africa and neighbouring countries Countries that share border with East African countries	Class discussion	Listing countries of East Africa, borders and capital cities. Writing structured notes	Giving accurate information Sharing with others Working together	Chalk board illustration A map showing countries which make up EAC and bordering countries	MK standard SST Bk6 Fountain SST Bk6 Functional SST Bk6	
	4		Member countries of EAC	Learners at the end of the lesson should be able to:- Name the body that united the EAC countries between 1967-1977 Name the personalities behind the formation of the former EAC List the secretary generals of the former EAC	Learner pronounces and spells the personalities who led to the formation of EAC	The East African Community Founder members of the defunct EAC Secretary generals of the defunct	Class discussion Story telling Brain storming	Writing structured notes	Appreciation working together Using appropriate language	Chalk board illustration	MK stand and SST Bk6 Fountain SST Bk6	
	5		Institutions run by the EAC	Give examples of institution/departments that formed the EAC and the services each provided	The learner pronounces spells and reads the key works correctly e.g. - Veterinary - Forestry-harbours - Civil Aviation - Librarianship - Commerce and trade Court of Appeal	Departments/Institution of the EAC e.g. 1. East African Examination council 2. East African Railways & harbours 3. East African school of civil Aviation 4. East African legislative Assembly	Class discussion Story telling	Writing structured notes Discussing the department that formed EAC and the role played by each.	Unity Working together Sharing with others Giving accurate information	Chalk board illustration	Functional SST Bk6 Comprehen sive SST for P6.	

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						5. East African Air ways 6. East African income tax department etc.						

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4	1	The east African Community	Collapse of the defunct EAC- 1977	Learners at the end of the lesson should be able to:- Give reasons why the EAC collapsed List the departments which remained jointly run by the three EAST African countries after the collapsed of EAC Give the background of the revived EAC Name the East African presidents who revived the EAC	The learners names, spells and pronounces the presidents of East African Countries who revived the EAC	Reasons for the collapsed of the formed East African Community Institutes which remained jointly shared by the East African Countries after the collapsed of EAC East African heads of state (presidents) who signed the agreement for the revival of the East African Community (EAC).	Story telling Discussion Question and answer	Discussing the personalities involved benefits & how they contribute to the harmony of EAC Writing structured notes	Working together Sharing with others	Chalk board illustration	M/C	

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	2		Revived East African Community	Learners should be able to:- 1). List countries that make up the revived EAC 2). Draw and show flags and coat of Arms of EAC member countries Give reasons for the revival of EAC	Pronounces and writes correctly the different East Africa Community East African Community Member countries i.e. Uganda Kenya, Tanzania, Rwanda, Burundi.	(1). Countries that make up the EAC (2) Flags and coat of Arms of EAC member states (3) Reasons for the revival of the EAC	Discussion Question and answer Story telling	Drawing an accurate map of East Africa showing sister countries	Resolving issues without fighting Working together Using appropriate language	A chart showing EAC member countries Chalk board illustration		
			Organs of the EAC and their roles	Learners at the end of the lesson should be able to:- List the organs/institutions of the East African community and their roles	The learner pronounces and spells the key words e.g. - Summit - Secretariat - Foreign Affair - Secretary general The learner names, spells the secretary generals of EAC after its revival	Organs of the East African Community. 1. Summit 2. Council of ministers 3. Secretariat 4. East African Legislative assembly (EALA) 5. East African Court of Justice (EACJ) Roles of each organ Secretary generals of EAC after its revival	Discussion Brain storming	Writing structured notes Discussing the organs and roles of each organ of EAC	Working together Resolving issues without fighting Trust unity	Chalk board illustration	MK standard SST Bk6 Fountain SST Bk6 Functional SST Bk6	

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	4	East African Community	Common market for eastern and Southern African	Learners at the end of the lesson should be able to:- Give the background information about COMESA. State why it was called a preferential trade area. List the objectives of PTA. List COMESA member states on a given map Outline the challenges of COMESA	The learner spells and reads the key words e.g. -Preferential -Objectives -Challenges -Science & technology -Trade barriers -Eliminate -Over dependence -implement	(1) Background of COMESA Objectives and aims of COMESA A map showing location of COMESA member states Problems affecting operation of COMESA	Class discussion Brain storming	Writing structured notes Discussing the aims of COMESA Discussing the challenges of COMESA	Working together Giving accurate information Appreciation	Chalk board illustration	Fountain SST Bk6 MK standard SST Bk6 Functional SST Bk6	
	5	East African Community (EAC)	The people of East Africa	Learners at the end of the lesson should be able to:- List the sources of information (history) about the people of East Africa State how each source is used to get information Define words like archaeology and excavation	The learners spell and pronounce key words e.g. - Archeology - Excavation - Oral literature - Anthropology - Fossils - Archaeologist	Sources of information (history) about the people of East Africa. What archaeologists look for What archaeologists excavate Examples of famous archaeologists in East Africa. Why Dr. Louis S.B Leakey is remembered in the history of East Africa Archaeological findings & settlements in East Africa.	Class discussions Brain storming Story telling	Discussing the various sources of history Writing structured notes	Appreciation Cooperation Sharing with others Unity	Chalk board illustration	Fountain SST Bk6 Mk Standard and SST Bk6	

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5	1		Stone age period	Give the meaning of stone age Give examples of tools that early man made out of stones Make drawings of some tools used by early man & ante facts	The learners spells & write the key words e.g. - Stone age - Knives - Spears - Cleavers - Fossils - Artefacts	Stoneage a definition Examples of tools made by early man Examples of antefacts & fossils discovered by archaeologist at archaeological sites	Story telling Class discussion Brain storming	Writing structured notes	Clear pronunciation Solidarity	Chalk board illustration	Comprehe nsive SST Bk6	
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	2		Stoneage	Learners at the end of the lesson should be able to:- - List the stages of stone age period - List the features in each period - Identify the importance of some discoveries made in stone age period	The learner spells, reads and explains some key words	Stages of stone age How early man got food in early stone age Major discovery that marked the end of old stone age Middle stone age period - Major discovery - Importance of fire to early man - How dogs were useful to early man - New stone age - Changes in the new stone age - Discovery that marked the end of stone age	Discussion Story telling	Writing structured notes Discussing the importance of some things to early man e.g. dogs and fire.	Clear pronunciation of terms Respects	Chalk board illustration	Fountain SST Bk6 MK standard SST Bk6 Comprehen sive SST	

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	3		Iron	To name the people who first introduced iron working in Uganda State how the discovery of iron was important to early man List examples of tools made by man out iron List examples of early man's sites in EA	The learner heads, spells and explains the key words e.g. Arrows, spears, hoes, Fossils	- The iron age period - Importance of iron discovery - Examples of tools made out of iron - Main sites in East Africa - A map showing stone age site in East Africa - Importance of early human sites and settlements.	Story telling Brain storming	Spelling and explaining the key words. Writing structured notes	Appreciation Sharing Respect	Chalk board illustration	Mk. Standard SST Bk6 Fountain SST for Uganda Bk6	
	4	East African Community	Major Ethic groups in East Africa	Most learners at the end of the lesson should be able to:- - Define an Ethnic group - Give examples of Ethnic groups in East Africa - Give reasons why people migrated long	The learner spells and pronounces some key words - Ethnic groups - Migrate - Cradle land - Migration	Ethnic group- definition Examples of Ethnic groups in East Africa Reasons why people migrated long ago	Discussion Story telling Brain storming	Writing structured notes and discussing reasons why people migrated long ago.	Respect Sharing Appreciation	Chalk board illustration	Fountain SST Bk6 MK Standard Bk6	

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	5		Bantu	Define Bantu State the origin of Bantu Ethnic group Give the groups (classifications) of Bantu with examples from each	- Source - Classification - Origin	Who are the Bantu Where they originated from Four sub groups of Bantu i.e. Western Bantu, Central and	Questions and answer Discussion	Answering oral questions in reference from what they learn about Bantu in P.5	Working together Appreciation Sharing with others	Chalk board illustration	MK standard SST Bk6 Fountain SST Bk6 Comprehen sive SST BK6	

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						Southern Bantu, Central Bantu, Central Bantu Examples of Bantu tribes from each group						
6	1	East African Community	Bantu settlement in East Africa	Most learners at the end of the lesson should be able to:- Give the meaning of interlucustrine region State reasons why Bantu people chose to settle in areas where they settled show the settlement patterns of Bantu people in East Africa	Learners read, spell and explain the meaning of key words e.g. - Interlucustrine - Search for settlement - Favourable	Meaning of interlucustrine region Why some bantu choose to settle around great lakes and others around mountains and highlands A map showing Bantu people in East Africa Reasons for Bantu migration Effects of Bantu migration in East Africa	Class discussion Story telling	Writing structured notes Discussing the reasons why Bantu migrated and effects of their migration	Sharing Appreciation Solidarity	Chalk board illustration A map showing Bantu settlements in East Africa	Mk. Standard SST Bk6 Fountain SST for Uganda Bk6	
	2		Nilotes River-lake Nilotes	State the groups of the Nilotes people in East Africa. State the origin of River-Lake Nilotes	Learners read, spell and explain the key words e.g. - Occupation - Dispersal - Settlement	River – Lake Nilotes - Origin - Examples of River Lake Nilotes in Uganda - Their first settlement and dispersal area in Uganda.	Story telling Class discussion	Writing structured notes	Clear pronunciation of terms Sharing	A map showing ethnic groups in East Africa	SST Atlas Fountain SST Bk6	
	3			State the main occupation of RiverLake Nilotes List examples of River-Lake Nilotes in Uganda		- Different groups of river-lake Nilotes after their dispersal - Component of each group & final destination	Class discussion	Writing structured notes	Sharing Unit	Chalk board illustration	SST Atlas Fountain SST Bk6	

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	4		Plain Nilotes	Most learners at the end of the lesson should be able to:-	- Origin - Home land - Cradleland - Tribe	Origin of the plain Nilotes & their settlement in East Africa Plain Nilotes	Story telling Class discussion	Discussing the origin of various ethnic	Sharing with others	Chalk board illustration	SST Atlas Fountain SST	
			Highland Nilotes INiloHamites)	State the origin and settlement of plain Nilotes in East Africa State the origin of the Nilo-hamites and their settlement areas in East Africa. Give examples of highland Nilotes tribes in East Africa		(a) Uganda (b) Kenya (c) Tanzania Origin of the Highland Nilotes (Nile-Hamites) Their settlement areas in East Africa Examples of Highland Nilotes tribes in East Africa.	Brain storming	groups in East Africa	Respect Unit		Uganda Bk6 Comprehen sive SST Bk6	
	5		Cushites	Learners at the end of the lesson should be able to:- State the origin of the cushites Identify areas where the cushite tribes are found in East Africa. Give examples of Cushitic tribes in East Africa.	The learner pronounces, reads and spells the key words i.e. - Cushites - Cushitic tribes	Location of cushites in East Africa - Their main activity - Examples of cushite tribes in East Africa	Question & answer Brain storming	Writing structural notes	Appreciation Unity Solidarity	Chalk board illustration	Fountain SST for Uganda Bk6 SST Atlas MK standard SST Bk6	

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7	1		Political organization of Ethnic groups	State how people were politically organized Outline the characteristics of kingdoms State the advantages and disadvantages of kingdoms	The learner writes, spells and explains the meaning of key words e.g. kingdoms, chiefdoms, clan leaders, council of leaders, hereditary rule	Political organizations of Ethnic groups. Characteristics of kingdoms/hereditary rule Advantages of kingdoms Disadvantages of kingdoms Categories of political organizations used in East Africa. Examples of centralized societies and titles given to their rulers.	Class discussion Story telling	Discussing the advantages and disadvantages of hereditary rule Writing structured notes	Appreciation Working together	Chalk board illustration	Fountain SST for Uganda Bk6 Functional SST Bk6	
	2		Buganda	Learners at the end of the lesson should be able to:- State reasons for the rise & expansion of Buganda kingdom State how important the Kabaka was	The learner reads, spells and explains correctly the meaning of key words i.e. - - Centralized System - Monarchy - Strategic - Conflict - Agriculture	Reasons for the rise & expansion of Buganda kingdom How important the Kabaka is/was	Class discussion Story telling	Writing structured notes Discussing the reasons for the growth & expansion of Buganda kingdom	Clear pronunciation of terms Sharing with others Respect	Chalk board illustration	MK Standard SST Bk6	

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	3		Wanyamwezi	State the title given to the head of the Eanyamwezi Outline the duties of Ntemi State where abawanga are found in EA List the responsibilities of their chief	Consult Appoint	Reasons for the rise and expansion of Buganda kingdom How important the kabaka is/was Title given to the leader of Wanga kingdom Duties of Ntemi Title given to the leader of Wanga kingdom Responsibilities	Class discussion Story telling	Writing structured notes Discussing the reasons for the growth & expansion of Buganda kingdom	Clear pronunciation of terms Sharing with others Respect	Chalk board illustration	MK standard SST Bk6 Fountain SST Bk6	
	4		Decentralized societies	Learners at the end of the lesson should be able to:- Give the meaning of decentralized societies give examples of decentralized societies in East Africa	Pronouncing and spelling the key words	Decentralized societies Examples of decentralized societies in East Africa	Class discussion	Writing structured notes	Clear pronunciation Sharing with others	Chalk board illustration	Fountain SST for Uganda Bk6	
	5		Social organizations, cultures customs & their importance	By the end of the lesson, learners should be able to;- -Describe social organizations -Describe traditional education	Reading & spelling the key words e.g. beliefs, taboos, initiation ceremonies, morals	Social organizations, cultures, customs, & their importance Traditional education Instructions received by children Training for girls Training boys	Brain storming	Writing structured notes	Appreciation Using appropriate language	Chalk board illustration	MK Standard SST Bk6 Fountain SST Bk6	

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8	1		Customs	To define customs Give the importance of customs State how customs influence behavior & culture Outline the importance of culture & customs	- Customs - Ceremonies - Culture	- Customs-definition - How customs influence the behavior & ways of life of people - Importance of culture & customs to the people	Class discussion	Discussing the importance of culture & customs	Clear pronunciation of word illustration	Comprehe nsive SST Bk6		
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	2		Migration	Learners at the end of lesson should be able to:- - Outline the reasons for migrations of people into East Africa. - List the effects of migrations in East Africa	- Conflicts - Intermarriage - Inhabitants - Overstocking - Depopulation	- Reasons for migrations into East Africa - Effects of migrations in East Africa	Class discussion Question & answer	Discussing the reason for migrations into EA	Sharing Respect	Chalk board illustration	Fountain SST for Uganda Bk6 Mk standard SST Bk6	
3	3		Long distance trade	Most learners at the end of the lesson should be able to:- List the most famous long distance traders in EA Give examples of trade items during long distance trade.	- The learner spell & pronounces the key words correctly & barter trade	- Long distance trade definition - Most famous long distance traders in E.A - Trade items Africans got during long distance trade - Items they were exchanged with - How it was carried out	Story telling Class discussion	Writing structure d notes	Giving Accurate information Sharing with others	Chalk board illustration	Comprehen sive SST Bk6 Etc.	

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	4	East African Community	Slave trade	Learners at the end of the lesson should be able to:- Define slave trade Give examples of notorious slave traders in E.A List the methods used to acquire slaves in E.A	- Notorious - Slave trade The learner writes and pronounces the key words correctly	- Examples of notorious slave traders in E.A. - Methods used to acquire slaves in E.A - Major slave markets in East Africa - Major slaves markets in East Africa - Consequences/Effects of long distance trade	Story telling Discussion	Discussing the effects of slave trade Writing structured notes	Clear pronunciation of terms Sharing with others	Chalk board illustration	Fountain SST for Ug. Bk6 Mk Standard SST Bk6	
	5		Population East Africa	Learners at the end of the lesson should be able to:- Define population & other common terms under population	- The learner reads, spells and the explains their meanings.	- Population - Population distribution - Population structure - Population explosion - Population growth - Over population - Dense population - Even population - Population density - How to calculate population density.	Class discussion	Discussing the meaning of the commonly used in population	Giving accurate information appreciation	Chalk board illustration	Comprehen sive SST Bk6	
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	1			Population census	By the end of the lesson should be able to:- Define populating census state reasons why the government conducts national population census State the most densely populated areas in E.A State the most sparsely populated areas in EA	- Population census - Reasons why the government conducts national population census - List the most densely populated areas East Africa - State the most sparsely populated areas in East Africa.	Class discussion Brain storming	Discussing the reason why the government conducts national population census	Clear pronunciation of terms Respect Appreciation	Chalk board illustration	Fountain SST for Uganda Bk6 Functional SST Bk6	

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	2		Factors influence population distribution	Learners at the end of lesson should be able to:- List the factors that influence population distribution and how they do	Moderate relief Urbanization Drainage Economic factors Immigration Resource distribution	Factors that influence population distribution How the above mentioned factors influence population distribution	Brain storming	Discussing how the given factors influence population distribution	Giving Accurate information	Chalk board illustration	Comprehen sive SST Bk6	
	3		Population	Learners at the end of the lesson should be able to:- Define migration List the causes of migration	The learner spells, reads and pronounces the key words	Defining terms like migration, immigration, Emigration Causes of migration	Class discussion	Discussing the causes of migration	Clear pronunciation of words Sharing with others	Chalk board illustration	Comprehen sive SST Bk6 Fountain SST Bk6	
	4		Population growth	Learners at the end of the lesson should be able to:- Define population growth State the factors that lead to high population growth List the advantages of high population identify the disadvantages of low population	The learner spells and uses the key words correctly. Birth control Birth rate fertility rate Over exploitation Teenage pregnancies Natural disasters	Population growth factors leading the high population growth Disadvantages/problems of high population growth Advantages of high population Disadvantages of low population	Brain storming Class discussion	Discussing the factors leading to high population growth, problems of high population growth, advantages and disadvantages of high and low population	Appreciation Working together Trust	Chalk board illustration	MK standard SST Bk6 Fountain SST for Uganda Bk6	

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	5		Population	Learners at the end of lesson should be able to:- Suggest solutions to population problems List factors that influence settlement in East Africa	The learners spell, writes and uses key words. - Polygamy - Early marriages - Fertility rate - Birthrate	Solutions to population problems Factors that influence settlement in East Africa	Question & answer Class discussion	Writing structured notes Discussing the factors that influence settlement in East Africa	Clear pronunciation of words Appreciation	Chalk board illustration	Fountain SST Bk6 Functional SST Bk6	
10	1	East Africa Community	Groups of foreigners who came to East Africa	Learners at the end of the lesson should be able to:- List the groups of foreigners who came to East Africa. State reasons why Arabs came to EA.	The learners spells, pronounces and uses the key words correctly. - Dhows - Monsoon winds - Missionaries - Explorers - Foreigners	Groups of foreigners who came to EA. How Arabs came to East Africa. Reasons why Arabs and Persians came to East Africa	Story telling Class discussion	Discussing the coming of the Arabs in East Africa. Writing structured notes	Working together Clear pronunciation of words Appreciation	Chalk board illustration	Foundation SST for Uganda Bk6 Comprehen sive SST Bk6	
	2		Arabs	Learners at the end of the lesson should be able to:- Define barter trade List the trade items Arabs brought to E.A	The learners writes, spells and uses the key words correctly	Barter trade Trade items Arabs brought to East Africa & their sources Items Arabs got from East Africa.	Discussion Brain Storming	Writing structured notes	Sharing Respect	Chalk board illustration	Foundation SST for Uganda Bk6 Comprehen sive SST Bk6	
	3		Arabs Persians	Learners at the end of the lesson should be able to:- State the effects of Arabs and Persian settlement at the coast List the main salve markets in East Africa State the effects of slave trade to the people of EA	The learner writes, spells and uses the key words correctly e.g. - Barter trade - Cowrie shells - Medium of exchange - Slave market - Interior - Coastal	Results of Arabs and Persian settlement at the cost Main slave markets/centres in East Africa. Effects of slave trade to the people of East Africa	Story telling Class discussion Question and answer	Discussing the effects of slave trade in EA Writing structures notes	Giving accurate information Sharing with others	Chalk Board illustration	Fountain SST for Uganda Bk6	

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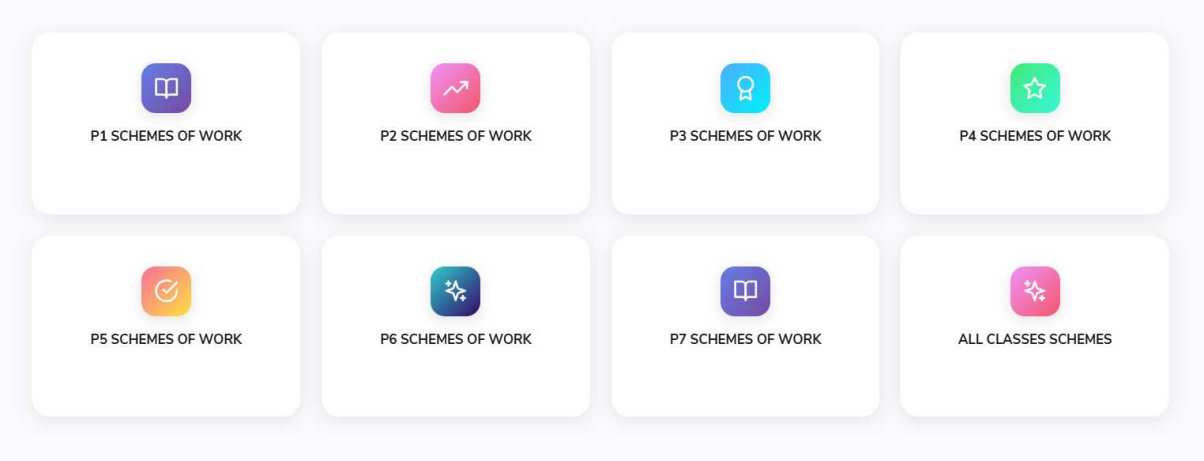
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	4	East African Community	Abolition of slave trade	Learners at the end of lesson should be able to:- State the various steps taken to abolish slave trade in East Africa Outline the factors which made slave trade difficult to control List the factors that led to abolition of slave trade	The learners read, pronounce, spell and write the key words correctly i.e. - Abolition - Unlawful - Oppression - Navy - Abolitionist - Profitable	Various steps taken to abolish slave trade in East Africa Factors which made slave trade difficult to control Factors that led to abolition of slave trade	Class discussion Story telling	Writing structured notes Discussing the steps taken to abolish slave trade in East Africa.	Clear pronunciation of words Sharing with others Appreciation	Chalk board illustration	Fountain SST for Uganda Functional SST Bk6	
	5		Treaties that abolished slave trade & slavery in EA and the terms of each treaty	To list the various treaties that were signed to abolish slave trade and the terms of each	The learner spells and writes the key words correctly	Treaties that led to abolition of slave trade in East Africa and their terms. (i). Moresby treaty (ii). Hamerton treaty (iii). Frere treaty (iv) Signatories of each treaty. Effects of the abolition of slave trade	Story telling Brain storming Class discussion	Discussing various treaties that led to abolition of salve trade in EA	Appreciation Respect Sharing with others	Chalk board illustration	Fountain SST for Uganda Bk6 Functional SST Bk6	
	1&2	East African Community	Different religions of East Africa	Learners at the end of the lesson should be able to:- State the religions found in East Africa Give the meaning of missionary Outline the contributions of the missionaries in EA	Missionary Religions	Religion found in East Africa Missionaries in East Africa Meaning of missionary Achievements of the missionaries in EA Why missionaries introduced formal education	Discussion	Discussion the coming of the missionaries in EA	Sharing Appreciation	Chalk board illustration	Fountain SST for Uganda Bk6 Functional SST Bk6	

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						Challenges experienced by different missionaries in EA.						

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