

SOCIAL STUDIES SCHEME OF WORK FOR P.6 TERM ONE

WK	PD	THEME	TOPIC	S/TOPIC	COMPETENCES		CONTENT	MTD/TECHNIQUES	ACTIVITIES	L/SKILLS	AUDIO-VISUAL AIDS	REF	REM
					SUBJECT	LANGUAGE							
1	1	LIVING TOGETHERIN EAST AFRICA	EAST AFRICAN COMMUNITY	Historical Background of East Africa	The learner, i)Identifies personalities associated with closer union ii)states contribution made by personalities	The learner; -spells the new words correctly. -pronounces the new words correctly. -reads the	Personalities associated with closer union in East Africa e.g. Johnstone, Sir Charles Eliot , Sir Winston Churchill	Explanation Guided discussion	Identification Stating	Appreciation Clear pronunciation of terms	Text book Chalkboard illustration	A History of East Africa by Atieno O. pg 160	

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						new words correctly							
	2				The learner, i)tells the purpose of the commissions ii)states effects of the commissions	-uses the learnt words to construct meaningful sentences. -writes the new words correctly.	A commission under the chairmanship of Hon Ormsby Gore - Recommendations and its effects	Representation Question and answer	Telling Stating	Accurate information Friendship formation	Chalkboard illustration	A history of East Africa by Atieno O. pg 160	
	3 & 4				The learner, i)states reasons for rejecting the East Africa Federation ii)Identifies resistors of the E.A.F (Kabaka's Crisis	-uses the learnt words to construct meaningful sentences.	Attitudes of East Africans towards closer union a)Uganda (opposed it) b)Tanganyika (opposed it) c) Kenya (opposed it) *Kabaka crisis (1953-1955 -causes -The Namirembe Agreement -The signatories					-do-	

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					1953-1955)		-Why the British wanted EAF -Reasons for rejection						
	5 6 & 7	LIVING TOGETHERIN EAST AFRICA	EAST AFRICAN COMMUNITY	The East African High Commission	The learner, i)tells reasons for forming EAHCO ii)Identifies the headquarters of EAHCO ii)lists at least four services rendered by EAHCO	The learner; -reads the given words correctly. -spells them correctly. -writes them correctly	Formation of the East African High Commission *Its composition and aims *It's headquarters (3 governors) Legislative body) -Its successes -The bodies under *E.A Railways &Harbours **East African Posts and Telegraphs *East African customs and excise * It aimed at promoting cooperation among Eat African countries EACSO	Explanation Discussion Question and answer	Identifying Listing	Sharing Unity Critical thinking Description Reading	Chalkboard illustration Text book	A history of East Africa by Atieno O. pg 160	
2	**1 &**			Countries that formed the	The learner, i)Identifies the	-reads the given words	The countries that made up the East African	Explanation	Identifying Listing	Sharing Unity	Chalkboard illustration	New Fountain Social services	

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	2			East African community (1967-1977)	composition of East African Community ii)explains a market, a common market, community, an economic community iii)describes conditions required for a common market	correctly -uses the given words correctly -pronounces them correctly	community. In 1963 3 East African leaders issued a joint statement -What is a common market? A common market is when a group of countries join together in an economic union or community to promote economic development through joint or co-ordinated decision making on economic issues -An economic community (definition) -Conditions required for a common market.	Discussion Question and answer		Critical thinking Description Reading	Text book	Pupils Book 6 pg 192	
	3 **4** **5**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNTY	Location of countries that formed the EAC.	The learner, i)states at least five aims of the EAC	The learner; -reads the new words	-Definition of EAC -Challenges for EAC *Fear of domination by	Class discussion Debating	Discussing Reading	Patience Honesty	Chart showing East African countries	History of East Africa pg 186-187 New Fountain	

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					ii)States benefits of the community iii)describes challenges of the EAC iv)tells about four common services provided under EAC	correctly - pronounces and uses the related words correctly. -spells the new words	Kenyan settlers *Economic predominance by Kenya *Aims of the EAC *Personalities involved e.g. prof Phillip -Its headquarters -Services offered by the EAC -Benefits of the EAC (Ref. New Fountain Page 194)	Interview		Co-operation	Chalkboard illustration	Bk.6 pg 197 History of E.A pg 186-187 SME Lugumba pg 63	
	6 & 7			Factors that led to the collapse of the EAC	The learner, i)Identifies problems faced by EAC ii)Identifies institutions that functioned	The learner, i)reads and understands the problems ii)writes the new words. -reads them correctly -uses them	-Factors that led to the collapse of the EAC *Political difference among member states *Currency for each member state *Each country started its own railway co-operation *Some countries closed borders i.e. Tanzania with Kenya	Brain storming Problem solving	Identifying problems faced by EAC	Sharing Solidarity Working together	Chalkboard illustration Text books	Mk SST page 169 Pri SST Revision practice pg 34	

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						in sentences.	-Institutions that functioned						
3	**1 & 2**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNTY	Revival of the EAC	The learner, i)defines the term to 'revive' ii)Identifies the presidents that revived the community	-spells the new words correctly -pronounces the related words correctly	Revival of the EAC -What is to revive? -Who spearheaded the revival and why? -The three Presidents of East Africa by then -Why the revival took long -Composition of the East African community	Discovery Problem solving	Naming Recording Reading Stating	Sharing Solidarity	Chalkboard illustration Text book	New Fountain SST Bk.6 pg 202-203	
	3 & 4			Location of former and current EAC members	The learner, i)draws a map and located the countries that make up East Africa ii)Identifies the current political leaders in	The learner; -reads the words -uses them in sentences	A map showing the EAC member states, countries, their sizes -Rwanda- 26,338 sq.km -Burundi – 27.834 km^2 -Uganda – 241.548km^2 -Kenya – 581.677km^2 -Tanzania- 945.087km^2	Exhibition Representation Discussion Question and answer	Locating and reading	Solidarity Appreciation	Atlas pg 81 Chart	Atlas pg 81	

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					East Africa iii)states objectives of the current EAC		*Current political leaders *Objectives of the current East African Community						
	5 & 6	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNTY	Benefits of the present EAC	The learner, i)states benefits of the EAC ii)Identifies organs of EAC	-reads the new words correctly -pronounces the new words	-Benefits of the present EAC -Organs of the EAC *Summit *Council of ministers *secretariat *East African Legislative Assembly (EALA) *East African Court of Justice (EACJ) *Coordinating Committee *Sectoral committee	Explanation Discussion Question and answer	Stating Identifying	Effective communication Critical thinking	Text books Chalkboard illustration	New Fountain SST Bk.6 pg 193	
	7 & 1			National symbols of East African countries	The learner, i)states National symbols of East African countries ii) draws National symbols	The learner; -reads words correctly. -pronounces them correctly.	<u>National symbols of member states Symbols of the EAC</u> -East African National Flag -East African National Anthem -East African Legislative Assembly	Illustration Guided discovery	Drawing Recognising Stating	Awareness Appreciation	Textbook Chart	New Fountain SST Bk.6 pg 193	

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4	**2**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNTY	The need for East African countries to work together	The learner, i)states at least four reasons for East African countries trading together	-reads the words correctly. -spells them correctly -pronounces them correctly	<u>Why East African countries need to work together</u> -To pool natural resources -Distance from the sea -To promote security, health e.t.c. -widen market -Promotion of international trade. -Currency and labour mobility	Guided discussion Question and answer	Stating reasons for trading together as East African countries	Sharing Love Appreciation	Chalkboard illustration	New Fountain SST Bk.6 pg 207	
	3 & 4	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNTY	The people of East Africa	The learner, i)describes the Historical background of man ii)states sources of history	Learner, i)spells the related words correctly -pronounces them correctly	<u>Historical background of man in East Africa</u> *Sources of East African history -Archeology -Anthropology -Linguistics -Oral tradition -written records	Explanation Question and answer Description	Stating Describing	Critical thinking Appreciation	Textbook Chalkboard illustration	History of EA by Atieno O. pg 4	
	5 & 6			Archeology	The learner, i)defines Archeology,	The learner; -uses them	-Definition of Archeology *Scientific study of ancient people	Explanation	Defining	Love	Textbooks	New Fountain SST BK.6 pg 68	

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					archeologists. artefacts, fossils ii)describes how archeologists excavate	to construct meaningful sentences.	and the tools they used -Archeologists *Scientist who study or dig up items left behind by ancient people e.g. artefacts, fossils e.t.c. -How Archeologists excavate	Question and answer	Describing	Appreciation	Chalkboard illustration		
	7			Archeologists of East Africa	The learner, i)Identifies the famous archeologists of East Africa ii)states methods used in excavation	The learner, i) writes the new words. -spells them correctly - pronounces them correctly.	*Famous archeologists in East Africa are: -Dr. Louis & Mrs. Mary Leakey (Early man remains) -Richard Leakey (Early man in Kenya) -Dr. Posnansky (Chwezi Empire) -Chittick and kirkman (coastal sites) -methods used -Excavation, record, size, marks quality *Illustrations (stratigraphy)	Explanation Discussion	Defining Describing	Love Appreciation	Chalkboard illustration Textbooks	History of East Africa by Atieno pg 4 Fountain pg 68 Mk Bk.6 pg 66-67	

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5	**1 - 2**						TOPICAL TEST						
5	**3 & 4**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Things that help archeologists get various historical information	The learner, i)States thing that help archeologists get various historical information	The learner, i) writes the new words correctly. -uses them meaningful sentences.	Things that help archeologists get various historical information include Types of remains and information gained e.g. <u>Type of remain</u> Status of gods and temples <u>Information gained</u> Religious beliefs	Explanation Discussion Question and answer	Stating	Love Appreciation	Textbooks Chalkboard	MK SST Bk 6 pg 67	
	5			Advantages of archeology and problems facing archeology	The learner, i)states advantages of archeology and problems faced by Archeology	i)spells the related words correctly -uses the learnt words to construct new words.	<u>Advantages of archeology</u> -Source of employment -Gives us knowledge about the life style of our ancestors <u>Problems hindering advancement of archeology</u> -It is a very expensive venture -Very few skilled	Explanation Discussion Question and answer	Stating	Love Appreciation	Textbooks Chalkboard	Mk Std SST Bk.6 pg 66	

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							archeologists world wide e.t.c.						
	6 & 7			Early man sites in East African and location	The learner, i)Lists down stone ate sites in East Africa ii)Illustrates stone age sites of East Africa	-spells the new words correctly. - Pronounces the new words correctly	-Stone Age sites in East Africa -A map of East Africa showing stone age sites	Illustration Question and answer	Listing Drawing	Awareness Care Appreciation	Chart showing stone age sites	MK Std SST Bk.6 pg 68-69	
6	**1 & 2**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Stages of Development of Early man	The learner, i)defines stone age period ii)lists down stone age periods iii)Mentions discoveries iv)states importance of discoveries	The learner; -reads the new words correctly -uses them in sentences	-Definition of stone age period -Listing down the stages of stone age periods e.g. *Old stone age period *middle stone age period *New stone age period -Discoveries made -The importance of the discoveries	Discovery Inquiry Problem solving	Defining Listing Stating	Clear pronunciation Accurate information	Chalkboard illustration	Mk std SST Nk.6 pg 70-72	
6	**3**			Tools used by early man	The learner, i)lists down	-reads the new words	-The tools used by the stone age people e.g.	Illustration	Defining	Clear pronunciation	Chalkboard illustration	MK Std SST NK.6 pg 70	

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					tools used by stone age people ii)states importance of tools used by early man	correctly. -uses them in sentences.	bolas, spears, hand axe e.t.c -The importance of tools used by early man -Illustration of tools used by early man.		Listing Stating	Accurate information			
	4 & 5			The people of East Africa	The learner, i)defines an ethnic group ii)Identifies the major ethnic groups iii)lists tribes under each ethnic group	- pronounces the new correctly -spells the new words correctly	Major Ethnic Groups in East Africa -Definition of ethnic group -Identifying the major ethnic groups of E. Africa. -The tribes that belong to each ethnic group in East Africa	Discussion Brain storming Inquiry Illustration	Defining Identifying Listing	Location Accurate information	Chart Chalkboard illustration	MK SST BK.6 pg 73-74	
	6 & 7	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	The Bantu	The learner, i)defines Bantu ii)lists examples of Bantu iii)states reasons for migration	The learner; -reads the new words correctly	The Bantu -Definition of the Bantu -Original homeland of the Bantu -Occupation of the Bantu -Examples of the Bantu people in East Africa	Brain storming Question and answer	Defining Identifying Listing Stating	Love Unity Appreciation	Chalkboard illustration	MK std SST Bk.6pg 75-76	

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							-Reasons for the Bantu migration						
7	**1**			Results of the Bantu's migration	The learner, i)states effects of the Bantu's migration	-reads related words	Results of the Bantu's migration i)Increase in population where they settled ii)Introduction of banana cultivation	Guided discovery	Stating	Appreciation Unity Sharing	Chalkboard illustration	Mk SST Bk.6 pg 76	
	2			The River Lake Nilotes	The learner, i)describes the River Lake Nilotes, their origin, examples of tribes and reasons for migration	-reads related words. -writes them correctly	The River – Lake Nilotes -Their description -Their original homeland -Examples of the River-Lake Nilotes in East Africa -Reasons for their migration	Guided discovery	Stating	Appreciation Unity Sharing	Chalkboard illustration	Mk SST Bk.6 pg 77-78	
7	**3**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Effects of the River-Lake Nilotes	The learner, i)gives effects of migration of he River-Lake Nilotes	The learner, i)reads the new words correctly -spells them	-increased population of people and cattle -introduction of Luo tribes -Introduction of pet names	Guided discussion	Giving effects	Appreciation Recording	Chalkboard illustration	MK SST Bk.6 pg 78	

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						correctly							
	4 & 5			The plain Nilotes And Highland Nilotes	The learner, i)suggests the cradle land of the plain and Highland Nilotes ii)Mentions examples of Highland and Plain Nilotes	The learner; -writes the new words correctly. -reads them correctly	-Original homeland of the Plain Nilotes -Their occupation -Examples of the Plain Nilotes -Reasons for their migration -Effects of their migration -Examples of the Highland Nilotes -Reasons for their migration -Effects of the highland Nilotes	Explanation Discussion Discovery Question and answer	Suggesting Mentioning Stating	Sharing Unity Co-operation Awareness Appreciation	Chalkboard illustration	MK SST Nk.6 pg 78-79	
	6	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	The hamates (Cushites)	The learner, i)states the cradle land of Hamites, occupation examples of tribes and reasons for migration	-the new words correctly	Original homeland of the Hamites(Cushites) and their present settlement in Africa -Their main occupation -Examples of the Hamites in East Africa	Explanation Discussion Discovery	Suggesting Mentioning Stating	Sharing Unity Co-operation Awareness	Chalkboard illustration	Mk Std SST Bk.6 pg 80-81 Old Edition pg 68	

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							-Present occupation of the Hamites -Reasons for their migration	Question and answer		Appreciation			
	7			The results of migration in East Africa	The learner, i)states effects of ethnic group migration pattern in E. Africa	The learner, I)Pronounces the new words correctly. -uses them to construct meaningful sentences.	Effects of the ethnic group migration pattern in East Africa e.g. *Intermarriages occurred *New ideas and skills came into existence	Explanation Discussion Discovery Question and answer	Suggesting Mentioning Stating	Sharing Unity Co-operation Awareness Appreciation	Chalkboard illustration	Mk SST Bk.6 pg 81 Old Edition page 70	
8	**1**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Political organisation of Bantu people in East Africa	The learner, i)defines Interlacustrine kingdoms ii)lists examples of Great Lake region kingdoms	-writes the new words correctly -spells them correctly	<u>Ways in which the Bantu people were organized politically</u> -Definition of interlacustrine kingdoms -Examples of interlacustrine kingdoms -Reasons why the Bantu	Explanation Discussion Discovery	Defining Listing Writing	Unity Sharing Appreciation	Chart showing the interlacustrine kingdoms Chalkboard illustration	Mk std SST BK.6 pg 71-72	

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							formed kingdoms						
	2			Characteristics of kingdoms	The learner, i)gives titles to the kings of the interlacustrine region	The learner -writes the new words correctly. - pronounces them correctly.	-Titles given to the king (cultural leaders) of the kingdoms of East Africa. - Characteristics of kingdoms in East Africa e.g. *The king was in charge of land in the kingdom.	Explanation Discussion Discovery	Defining Listing Writing	Unity Sharing Appreciation	Chart showing the interlacustrine kingdoms Chalkboard illustration	Mk SST Bk.6 pg 82	
8	**3**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Advantages and disadvantages of kingdoms	The learner, i)states the importance of kingdoms ii)tells the disadvantages of kingdoms	The learner; - pronounces the new words correctly. -reads them correctly	<u>The importance of kingdoms</u> -They encourage and promote unity among people <u>Disadvantages of kingdoms</u> -Hereditary rule encourages dictatorship -Cultural leaders tend to be concerned about their kingdoms only.	Explanation Discussion Discovery	Defining Listing Writing	Unity Sharing Appreciation	Chart showing the interlacustrine kingdoms Chalkboard illustration	Mk SST Bk.6 pg 91	
	4 & 5			The Tembuzi Dynasty	The learner, i)describes the	-reads the new words	-The kingdoms that was founded by the Batembuzi	Explanation	Describing	Appreciation	Chalkboard illustration	Mk SST Bk.6 pg84-85	

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					Tembuzi Dynasty ii)Identifies the rulers of the Tembuzi & Chwezi dynasty	correctly - pronounces them correctly	-Rulers of the Tembuzi -Chwezi Dynasty in Bunyoro -contributions of the Chwezi	Discussion	Identifying	Sharing			
	6			Bunyoro-Kitara Empire	The learner, i)Identifies founders of Bunyoro-Kitara ii)states reasons & factors that led to collapse	The learner; -reads the new words correctly. - pronounces them correctly -spells them correctly.	-The founders of the Bunyoro-Kitara Empire -Reasons for the collapse of Bunyoro-Kitara empire -Factors that led to the collapse of the Chwezi kingdoms.	Explanation Discussion	Describing Identifying	Appreciation Sharing	Chalkboard illustration	Mk SST Nk.6 pg 85-86 Mk For Charles Lubega pg 69-70	
	7			Buganda kingdom	The learner, i)states the founders of Buganda kingdom ii)describes factors that led	-writes the new words correctly -spells them correctly	-Founder of Buganda kingdom -Factors that led to growth of Buganda kingdom	Explanation Discussion	Describing Identifying	Appreciation Sharing	Chalkboard illustration	Mk SST Bk.6 pg 88-89 MK for Charles Lubegapg 70	

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					to growth of Buganda kingdom								
9	**1 - 2**						TOPICAL TEST						
	3 & 4			Political organisation of ethnic groups	The learner, i)describes the political organization of the Bantu	- constructs sentences using the related new words correctly. The learner; - pronounces them correctly. -uses them to construct meani	Political organization of ethnic groups -In pre-colonial East Africa, people were organized in kingdoms, principalities chiefdoms, and societies ruled by councils of elders *The Bantu that formed kingdoms - Interlacustrine kingdoms in Kenya, Tanzania, Rwanda and Burundi. *Examples of the Bantu that didn't form kingdoms (kikuyu, Akamba) -Examples of Bantu kingdoms in	Explanation Description	Describing	Sharing Unity Co-operation Critical thinking	Chalkboard illustration Textbooks	Mk SST Bk.6 Pg 165-166	

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9						ngful sentences	Tanzania, include Nyamwezi empire -Examples of kingdoms in Kenya (Wanga kingdom)						
	5 & 6	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Political organisation of ethnic groups	The learner, i)describes the organization of the Nyamwezi Empire	The learner i)spells related words -writes them correctly	<u>Nyamwezi Empire</u> -Its organisation -Rise and fall (Nyungu ya Mawe) -Mirambo <u>Wanga kingdom</u> -Its organisation -Rise and fall	Explanation Description	Describing	Sharing Unity Co-operation Critical thinking	Chalkboard illustration Textbooks	Fountain SST BK.6 page 87-88	
10	**7 & 1**			Social organisation of ethnic groups	The learner, i)states ways through which the people of East Africa interacted	The learner; -reads the new words correctly. -pronounces them correctly. ii)spells and	-They were organized in clans -There was interaction among different groups in East Africa -Through trade -intermarriages -through natural disasters <u>Importance of social groups</u>	Location Guided discussion	Stating	Critical thinking Sharing Giving accurate information Working together	Text books A chart showing the course of Long Distance Trade	MK Trs Guide Bk.6 pg 165-166 NCDC 459	

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						writes correctly	-Led to acquisition of what people didn't have custom -Enforced moral values, culture						
	2 & 3	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Long Distance Trade	i)defines Long Distance Trade ii)Identifies participants and exports and imports	-spells the new words correctly. -pronounces them correctly	<u>Long Distance Trade(LDT)</u> -Definition: The trade carried out between the people of the interior and those of the coast of East Africa. <u>Participants in Long Distance Trade</u> *Famous participant- The Yao, Zanzibaris, Kamba, Nyamwezi -Items of trade Imports- guns, cloth, beads Exports- ivory, grain, cattle, copper, gold	Location Guided discussion	Stating	Critical thinking Sharing Giving accurate information Working together	Text books A chart showing the course of Long Distance Trade	Fountain SST Bk.6 pg 89-92	
10	**4**	LIVING TOGETHER IN EAST	EAST AFRICAN COMMUNITY	Long Distance Trade	The learner, i)Identifies famous personalit	The learner, -spells the	<u>Famous personalities in LDT</u>	Location	Stating	Critical thinking Sharing	Text books	New Fountain SST Bk.6 pg 92	

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		AFRICA			ies in Long Distance trade	names of participants in LDT ii)pronounces names correctly	*Tippu Tip (Muhammed bin Hamid) *Fundikiri *Misri, Abu Sand -Effects of LDT	Guided discussion		Giving accurate information Working together	A chart showing the course of Long Distance Trade		
	5 & 6			Slave Trade	The learner, i)defines slave trade, slavery ii)states methods in acquisition of slaves iii)describes abolition of slave trade and effects of slave trade	The learner, -spells related terms to slave trade - Uses related words in sentences	<u>Slave Trade</u> *Definition (slave trade slavery) -causes -methods used in acquisition of slaves -steps taken to abolish slave trade -challenges in abolishing slave trade -Effects of slave trade	Explanation Discussion Narration	Defining stating Describing	Giving accurate information Sharing with others Negotiation	Chalkboard illustration Wall/map Chart showing countries of origin	E.S AtienoAdhiambopg 95-98 MK SST Bk.6 pg 109-111	
	7	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Groups of Foreigners in East Africa	The learner, i)defines foreign influence ii)states reasons for the coming of	i)spells the related terms correctly -uses them to	<u>Background</u> Def: Foreign influence in East Africa -Foreign Influence brought about by Traders, explorers,	Explanation Discussion Narration	Defining stating	Giving accurate information	Chalkboard illustration Wall/map Chart	Mk SST pg 106	

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					visitors/foreigners	construct meaningful sentences.	missionaries and colonialists -Reasons for their coming *Traders to trade *Explorers –to study the physical nature of East Africa. *Missionaries- to spread Christianity *colonialist- to establish colonial rule.		Describing	Sharing with others Negotiation	showing countries of origin		
11	**1**			Traders	The learner, i)Identifies groups of traders ii)states reasons for the coming of traders iii)lists items of trade.	The learner; i)spells related words correctly ii)uses related terms correctly	<u>Groups of traders</u> (Asians and Europeans)(GEACO, IBEACO) -Arab traders (Zenj empire) -origin -How they travelled -Reasons for their coming -Items of trade got and brought to East Africa	Guided discovery Inquiry Explanation Discussion	Identifying Stating Listing Spelling	Sharing Unity Cooperation Appreciation	Wall map Chalkboard illustration	Mk Std SST Bk.6 pg 106-107	
	2	LIVING TOGETHER IN EAST	EAST AFRICAN COMMUNITY	Arab Traders	The learner, i)states contributi	i)spells the related towns	-contributions of the Arabs to East Africa					Mk Std SST Bk.6 pg 107-108	

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		AFRICA			on of the Arabs	correctly	-coastal settlements of the Arabs						
11	**3**			The Indian Traders	The learner, i)Identifies the origin, causes for the coming of Indian Traders and their contribution	The learner; i)spells the names of the most important Indian traders correctly	The Indian Traders -names -their origin -causes of their coming to East Africa and Uganda in particular (Uganda Railway construction) -Their contributions e.g. -railway construction -Large scale farming -Industrialisation -Growth of cities and towns	Guided discovery Inquiry Explanation Discussion	Identifying Stating Listing Spelling	Sharing Unity Cooperation Appreciation	Wall map Chalkboard illustration	Mk Std SST Bk.6 page 111	
	4	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	The European explorer	The learner, i)describes Portuguese ii)gives reasons for their coming	i)spells the related words like Portugal, Portuguese route	The Portuguese(The first European Explorers in East Africa) -origin -why they came to East Africa	Explanation Illustration	Describing Giving	Sharing Critical thinking	Wall map Text books	Fountain SST Bk.6 page 109-110	

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						correctly	-How they came (school of Navigation) -The first Portuguese to come (Vasco da Gama) -The route he followed to India.	Guided discovery Defining	Spelling	Effective communication			
	5 & 6	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Portuguese	The learner, i)describes steps taken to conquer the East African coast	The learner, i)Uses the related words like conquest, result decline correctly	Portuguese conquest (steps taken(-Why Portuguese conquered the East African coast -What enabled them conquer the coastal towns (success) -Results/contributions of the Portuguese rule in East Africa -Decline of the Portuguese rule in East Africa	Explanation Illustration Guided discovery Defining	Describing Giving Spelling	Sharing Critical thinking Effective communication	Wall map Text books	Fountain Bk.6 pg 110-113 MK SST Bk.6 pg 112-113	
12	**7 & 1**			The Explorers	The learner, i)defines the terms explorer,	i)writes the names of the explorers	Exploration The European Explorers that came to East Africa	Explanation Illustration	Describing	Sharing	Wall map	Fountain SST Bk.6 pg 125-128	

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					exploration ii)Identifies explorers that came to East Africa	correctly	-Dr. David Livingstone -H.M. Stanley -Joseph Thompson, Dr. Fischer -Count Teleki -Their contributions -Problem faced	Guided discovery Defining	Giving Spelling	Critical thinking Effective communication	Text books	Mk SST Bk.6	
12	**2 & 3**	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	The missionaries	The learner, i)defines the term missionaries ii)Identifies the different groups of missionaries that came to East Africa	i)Uses related words like mission, missionary, tracing contribution	Missionaries -Definition -Identification of groups of missionaries that came to East Africa -Tracing their origin -Reasons for their coming -Problems faced -contributions to present East Africa	Explanation Discussion Illustration	Defining Identifying	Effective communication Problem solving	Wall map Chalkboard illustration	Fountain SST Bk.6 pg 125-128 Mk SST Bk.6 pg 117-120	
12	**4**			Population	The learner, i)describes terms related to population ii)states factors affecting population	The learner; -spells the new words correctly. -writes them	Population -Related terms description *Population growth, population distribution, population density even population	Explanation Discovery Question and answer	Describing Stating Reading	Unity Sharing	Chalkboard illustration	Mk STD SST Revision pg 12-15	

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						correctly	-Population of East African countries -Factors that influence the population of the people in E. Africa e.g. climate, resources						
	5	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Population	The learner, i)outlines factors that affect population growth and population distribution	-spells the new words correctly. -writes them correctly.	-population growth in East Africa -Factors that affect population growth -migration -birth rate -death rate -Population distribution -Factors affecting population distribution (relief, climate, soil drainage, fertility, historical factors such as slave trade, employment industrialization, social services	Explanation Discovery Question and answer	Describing Stating Reading	Unity Sharing	Chalkboard illustration	Mk SST Revision pg 12-15 Fountain SST BK 6 pg 94-101	

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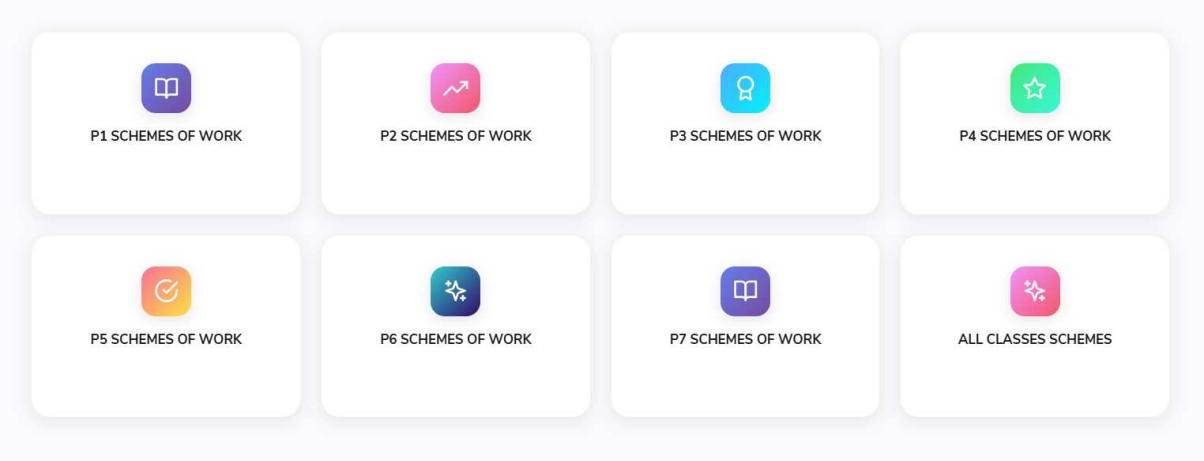
	6 & 7	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	Population	The learner, i)defines population density ii)draws a map showing population distribution iii)calculates population density	-reads the new words correctly -uses the new words to construct meaningful sentences.	Population density -Definition -Map showing the population density of East African countries -Identifying the most densely populated East African countries (Rwanda, Burundi, Uganda, Kenya, Tanzania) -Determining population density Formula =Total popⁿ / Area Ans =Ppn people per square kilometer -Effects of high population density -Solutions to problems	Explanation Discussing Illustration Problem solving	Defining Drawing Calculating	Critical thinking Co-operation Appreciation	Text books Atlas Chalkboard illustration	Fountain SST Bk.6 pg 102-104 Atlas pg 49	
	2	LIVING TOGETHER IN EAST AFRICA	EAST AFRICAN COMMUNITY	The National population census	The learner, i)defines population census	i) spells the new words	National Population census -Description -Reasons for census taking	Question and answer	Recording Stating	Recording Critical thinking	Chalkboard illustration	MK SST Revision Bk.6 pg 14	

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					ii) states reasons for taking population census iii)points out information collected	correctly. -writes related words correctly	-difficulties of census taking -Information collected- age, sex, marital status -Terms involved e.g. enumerators, census night, census day Ministry concerned	Guided discovery	Pointing out information	Effective communication	Textbooks		

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