

SOCIAL STUDIES SCHEME OF WORK FOR P.6 TERM III

EXPECTED LEARNING OUTCOMES:

1. *The learner knows the rights of a citizen and applies the democratic process in selecting leaders.*
2. *The learner appreciates and demonstrates good practices of environment management.*

WK	PD	THEME	TOPIC	SUBTOPIC	COMPETENCES		CONTENT	MTD/TECHNIQUES	ACTIVITIES	IND. OF LIFE SKILLS & VALUES	AUDIO, VISUAL AIDS	REF	REM
					SUBJECT	LANGUAGE							
1	1 & 2	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Establishment of colonial rule in East Africa	Learner describes the term scramble and scramble for East Africa	Learner, - reads words correctly. - pronounces the words related correctly.	The Scramble for East Africa -Definition of scramble -Reasons for scramble -Process by which scramble was carried out -Effects of scramble on East Africa(Spheres of influence)	Explanation Discussion Question and answer	Defining scramble and partition Stating reasons and effects of scramble	Sharing Co-operation	Text books Chalk board illustration	Mk SST bk 6 pg 126-129 Fountain SST bk 6 pg 137-159	

For more schemes of work, visit ***www.uganda.madpath.com***

	3				States reason process and effects of scramble and Berlin Conference	The learner; - reads words correctly.	-Countries involved in scramble for East Africa -Berlin conference (1884-1885) -Effects of the Berlin conference	Identification Discussion Question & answer	Stating effects of the Berlin Conference	**Effective communication** Fluency Audibility	Wall map Text books chalkboard	Functional SST pg 173-183.	
	4			The partition of East Africa	Learner, defines partition of East Africa	Learner; - spells partition spheres of influence, mandatory territory.	The partition of East Africa. -Definition of partition -Process of partition (agreements)	Explanation Discussion	Defining partition of East Africa.	Unity Sharing	Text books	NCDC pg 472 P.6 Curriculum page 325-326	
	5 **6** **7**				Identifies agreements used to partition East Africa States results of partition Learners; - describes Rwanda and Burundi under German rule. - defines mandate	The learner; - reads words correctly. - spells words correctly. Learner; - reads words correctly.	-Anglo-German agreement (1886)- (its results) -Anglo-German agreement (1890) (Heligoland Treaty) -Results of the agreement. -Effects of partition -Conditions on spheres gained -**Rwanda and Burundi under Germany** till 1924 when they became the Belgian league of nations -Mandate territory under the Belgian colonial empire as Rwanda-Urundi.	Question and answer. Explanation Discussion Identification	Stating agreements in partition and effects of partition for East Africa. Defining mandate	Co-operation	Chalk board illustration Wall map Text books	Comprehensive SST Bk 6 pg 114-115. Comprehensive book 6 page 115	

2	**1**	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENCE IN EAST AFRICA	The German Rule in East Africa (1887-1891)	Learner, describes German Rule in Tanganyika under Carl Peters States the roles played by GEACO in Tanganyika	Learner; - reads words correctly. - writes the related words correctly.	**The German Rule in East Africa (1887-1891)** (GEACO) ran Tanganyika between 1887 and 1891 under Dr. Carl Peters. -Bagamoyo company's administrative base. -GEACO setting up trading stations to trade in agricultural produce, collected taxes, controlled trade, built the first railway called Tanga-Korogwe	Explanation Discussion Question and answer	Describing German Rule in East Africa (Tanganyika)	Critical thinking Analysis Effective communication Fluency Audibility	Text books Chalkboard illustration	Mk SST book 6 page 130 P.6 Curriculum page 325-326	
	2			German Rule in Tanganyika	Learner, i)Identifies the system of rule used by the German ii)States characteristics of German rule	Learner, - reads characteristics of German rule in Tanganyika	How the German ruled East Africa -They used Direct rule -Had no respect for African natives -Their rule denied natives of their rule e.g. not allowing them to grow cash crops -Harshness-which led to rebellions	Brain storming Question and answer	-Stating how the Germans ruled Tanganyika	Critical thinking Responding to questions Taking decision	Text book c/board illustration	Mk SST Book 6 page 130 P.6 Curriculum page 325-326	
	3			End of German Rule in Tanganyika	i)States factors that led to loss of German Rule in Tanganyika	The learner; - articulates words correctly.	End of German Rule -German lost her colonies in Africa because of starting the first World War in 1914-1918. -GEA was given to Britain and its name changed to Tanganyika in 1919 and was governed as a Mandate territory	Question and answer Discussion	Stating how the German lost their colonies in Africa	Critical thinking Taking decision	Text books Chalkboard	Mk SST Bk. 6 page 130 P.6 Curriculum	

For more schemes of work, visit ***www.uganda.madpath.com***

												page 325-326	
	4 **5**	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	End of German in Rwanda and Urundi	Learner, i)defines the term mandate ii)Identifies the colonial masters of Rwanda and Burundi iii)Names the rule used by colonial masters of Rwanda and Burundi	Learner, i) writes words correctly. ii) spells the words correctly	Rwanda and Burundi (European Colony- Germany known as Ruanda-Urundi, later Belgium took over as a Mandate from League of Nations in 1919. Mandate means that these territories were under the league of Nations but were protected, administered in the interest of their inhabitants. Rwanda and Burundi were under the control of the Governor Gen. in Leopoldville in Kinshasha. -Indirect rule was used to rule Ruanda and Burundi -Belgians denied African participation in politics except at the lowest level. -Didn't train Africans for positions of responsibility in administration, professions or commercial life	Explanation Discussion Question and answer Guided discovery	-Defining the term Mandate -identifying the colonial masters of Rwanda and Burundi Naming Stating	Critical thinking Analysing **Effective communication** Fluency Audibility Appreciation	c/board illustration Internet	History of East Africa by Adhiambo page 147-148 Wikipedia	

For more schemes of work, visit ***www.uganda.madpath.com***

	6				Learner; - states the social and economic contribution of the Belgian in Rwanda and Burundi	Learner; - articulates words correctly. - writes words correctly.	**Belgian Social and economic achievements in Rwanda and Burundi** -They provided improved medical and community care for workers in towns and mining centres -Schools and hospitals were provided by church. *Exports: coffee, cotton, hides and skins, pyrethrum *Minerals Wolfram & Tin,(tourist trade).	Question and answer Discussion	Stating the social and economic contribution of Belgians in Rwanda and Burundi	Articulation Fluency Awareness	Internet	Wikipedia Internet	
	7	LIVING TOGETHER IN EAST AFRICA		Problems faced by Rwanda and Burundi	Learner, i)states problems faced by Rwanda and Burundi	Learner, i) reads words correctly. ii) writes the words correctly	Problems faced by Rwanda and Burundi -Remoteness -Land locked ness -over population(dense population) -Dependency on neighbours' transport -Unemployment caused refugee to Uganda and Tanzania -soil erosion -cattle diseases	Explanation Guided discovery	Stating problem faced by Rwanda and Burundi	articulation Awareness	Wall map Chart Chalkboard illustration	Rwanda and Burundi Wikipedia	
3	**1** **2**			Historical Events in pre independent East African	Learner, i)describes Legco formation in Uganda, Kenya Tanzania and Rwanda and Burundi	Learner i)spells the words and names correctly	Formation Legco in East Africa. i)Uganda-1921 under Robert Thone Coryndon. How people joined Legco. By nomination, appointed, selected, chosen but not elected. The governor appointed them. (Representatives) Kawalya Kaggwa, Nyangabyaki Akiiki and	Explanation Discussion	Describing Stating	**Critical thinking** Articulation Awareness	Chalkboard illustration	Comprehensive SST BK.6 pg 120 P.6 Curriculum	

	3			countries	ii)Describes how members joined Legco iii) States the importance of Legco		Yekonia Yekosofati Innyon in 1946 ii) Tanganyika 1926 under Cameron Representatives (Africans) -chief Shangali of Moshi -Chief Makwaia of Shinyanga iii)In Kenya 1906 – Only for Europeans and opposed by Indians and Africa (promoted interests of only Europeans *First African representative was Eluid Mathu in 1944	Identification	Identifying	Appreciation Sharing	Text books	page 325-328	
	4	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA		Learner, i)states reasons for White settlers occupation of the Kenya highland	Learner i) reads related words correctly. ii) writes the words correctly	The coming of white settlers into the fertile lands especially the Kenyan Highlands -To develop coffee and wheat farms -Leader of the White settlers was Lord Delamere -In addition, there were several Indians who had remained after the building of the Uganda Railway	Explanation Discussion Question and answer	Stating reasons for white settlers occupation of the Kenya Highlands -Identifying	**Effective communication** Audibility Articulation Empathy		Mk SST pg 132 SST Bk.6 pg 63-64	
	5			Colonial Rule in Uganda	Learner, i)describes how the British brought Uganda under their control	Learner i) pronounces steps taken to bring Uganda under the control of the British.	Colonial Rile in Uganda -IBEACo Under Lugard (1890) -Declaration of Uganda as a British protectorate in 1894 by Gerald Portal. -In 1894, Mwanga and Kabalega staged a revolt against British rule. – They were defeated by Colville with Kakungulu and deported to Seychelles Island	Description Question and answer	Describing how the British colonised Uganda	Critical thinking Logical reasoning		SST BK.6 page 64 P.6 Curriculum page	

For more schemes of work, visit ***www.uganda.madpath.com***

							-In 1899 Sir Harry Johnston was appointed special British Commissioner to Uganda. He was responsible for many changes in the rule and running of Uganda especially the 1900 Buganda Agreement.			Initiating new ideas		325-328	
	6			The struggle for Independence	i)describes steps taken to stop colonial rule in Kenya	i)Writes the names correctly	Reaction to colonial rule Tanganyika -The Abushiri Revolt(1888 Sept.) - leaders -causes -effects	Question and answer Guided discovery	Stating how Africans reacted towards colonial rule.	Making right decisions	Text books	MK SST BK.6 pg 136	
	7	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Tanganyika under British Rule	Learner, i)describes British Rule in Tanganyika ii)states advantages of indirect rule	Learner i) writes the names of the first British Governor to Tanganyika. ii) spells indirect rule and other related words.	Tanganyika under British rule -First British Governor to Tanganyika- Sir Horace Byatt in 1919. He used Direct rule left by Germany. -Between 1925-1931, Tanganyika was ruled by Donald Cameron who introduced Indirect rule. -Introduced many administrative changes in Tanganyika -Advantages of Indirect rule *It was cheap *It helped to control rebellion.	Explanation Discussion Question and answer	Identifying leaders (British) n Tanganyika and systems of rule used.	Sharing Appreciation	Chalkboard illustration Text books	MK SST Bk.6 page 130 P.6 Curriculum page 325-328	
4	**1 & 2**			Colonial Rule in Kenya (Background)	Learner, i)describes the colonial rule in Kenya ii)Lists down the tribes that	Learner i) reads words correctly. - articulates the related	Colonial Rule in Kenya -Historical background In 1895, Kenya had been acquired by the British as the British East Africa protectorate -Later, the British began the building of the railway so that	Explanation Guided Discovery	Stating the Historical Background of colonial rule in Kenya	Critical thinking Analysing statements	Text books Chalkboard	Mk SST Bk.6 page 132-133	

For more schemes of work, visit ***www.uganda.madpath.com***

					resisted colonial rule in Kenya	words correctly.	Uganda would be connected to the coast. -The coming of colonial rule was resisted by the Nandi, Masai and Kikuyu -Colonial rule began with creation of chiefs as local administrators, division of Kenya into a number of provinces, districts, divisions and locations			Co-operation Unity Sharing	illustrations	P.6 Curriculum page 325-328	
	3 & 4	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	The Mau Mau Rebellion	Learners, i)defines the term MauMau ii)identified the tribes that actively participated in the rebellion	Learner i) reads new terms in Kiswahill ii) spells the related words correctly	The Mau Mau Rebellion -Definition of Mau Mau -(The Movement that used violence against colonial administration in Kenya. -Composition (Kikuyu, Embu, Akamba and Ameru) -It lasted between 1951 -1956	Explanation Discussion	Writing the abbreviation in full -Naming tribes that participated in the rebellion	Unity Sharing Cooperation	Chalkboard illustration	UNEB Test solutions pg 97-98	

For more schemes of work, visit ***www.uganda.madpath.com***

	5				The learner; - states the causes of the rebellion - states the reasons why the rebellion lasted for a long time - suggests benefits of the rebellion	Learner; - reads names correctly. - writes names and other words correctly.	-The leaders *Political –Jomo Kenyatta *Military-Dedan Kimathi -Causes of Mau Mau Rebellion *The Kikuyu wanted to reclaim their land *To gain independence *Unemployment of the ex- soldier *Domination of the economy by settlers and Indian -Why the Mau Mau lasted for so long? *The oath/secret swearing encouraged them to fight on *Some government workers, policemen, soldiers, villagers secretly helped fighters. *Fighters hid in Mt. Kenya forests *It involved many people (Few people sympathized with British). -Benefits of the rebellion i)independence, more employment, sense of nationalism (patriotism) No more forced labour, taxes -Negative results hunger, misery death imprisonment	Question and answer Guided discovery	-stating reasons for staging the rebellion -Giving reasons why the rebellion took long to end Suggesting benefits of the rebellion	**Effective communication** Fluency Logical thinking Appreciation	Textbooks Chalkboard illustration	Comprehensive SST Bk.6 pg 129-131 Functional SST book 6 page 186-188 P.6 Curriculum page 325-328	
	6 & 7	LIVING TOGETHER	THE ROAD TO INDE	The Hehe Resistance	Learner, - identifies the leaders of rebellion and	Learner i) spells words such as rebellion,	Hehe Resistance (1891-1898) -leader- chief Mkwawa -causes –independence	Explanation	Identifying leaders of the rebellion	Unity	Chalkboard illustration	Mk SST Bk.6 pg	

		IN EAST AFRICA	PENDENCE IN EAST AFRICA		their causes coupled with results	resistance results	The chagga and the Nyamwezi resistance -Leaders- chief Meli and chief Siki of Nyamwezi -causes -results	Guided discovery	-stating causes and effect of the rebellion	Co-operation Confidence Fluency	Text book	136-137 P.6 Curriculum page 325-328	
5	**1 & 2**			Maji Maji Rebellion	Learner, i)Identifies the leader of the Maji Maji Rebellion ii)States the causes of the rebellion iii)states results of the rebellion	Learner; - spells the word Maji Maji rebellion - reads the related words correctly	The Maji Maji Rebellion (1905-1907) -Leader (Kinjikitile Ngwale -causes *high taxation *forced labour * harshness and cruelty of the Germans -results *Loss of lives, destruction of property *German administration was improved.	Explanation Question and answer	Identifying the leader of the Maji Maji rebellion -Stating causes and results of the rebellion	**Effective communication** Confidence Responding to questions Critical thinking	Text book Chalk board	Comprehensive Bk.6 pg 126-127 Functional book 6 page 184-185	
	3				Learner, i)describes the Road to independence in Kenya ii)States how independence were acquired in Kenya	The learner; - reads words correctly. - spells related words	The Road to Independence in Kenya (1945-1964) **<u>-Reasons for fighting for independence</u>** *Due to unfair economic administrative policies of the colonial powers between this (above) Africans attempted to regain their independence *Struggle took two forms (1)peaceful and (2)armed struggle	Description Guided discovery	Describing the road to independence in Kenya -stating reasons for struggling for independence	Co-operation Unity **Critical thinking** Giving reason for action taken	Chalkboard illustration Textbooks	Comprehensive Bk.6 pg 129-130 P.6 Curriculum page 325-328	

For more schemes of work, visit ***www.uganda.madpath.com***

	4 **5** **6**	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Formation of political parties in Kenya.	Learner, i)Identifies the first political parties to be formed in Kenya ii)Identifies personalities that formed political parties iii)states reasons for formation of political parties in Kenya	Learner - spells words - pronounces the words correctly	Formation of political parties in Kenya i)The East African Association by Harry Thuku -1921 ii)Kenya African Union October 1944 -First leader- Harry Thuku in 1947 Jomo Kenyata became president of KAU -It was banned in 1953 because it was behind Mau Mau. iii)Kenya African National Union in 1960 by a group of Africans who were members of Legco. -Its first president was James Gichuru. In 1961, Gichuru was replaced by Jomo Kenyatta and won the election. Kenya got independence on 12 December, 1963. He bcame the first prime minister of Kenya. -Kenya became a republic on 12th December, 1964 and Kenyatta became the first president	Explanation Discussion Question and answer Discovery	Identifying Stating Discussing Stating reasons for formation of political parties in Kenya	Appreciation Unity Sharing Co-operation	Chalk board illustration Text books Chalk and talk	Comprehensive SST Bk.6 page 136-138 P.6 Curriculum page 325-328	
	7			Formation of political parties in Tanganyika	Learner; - describes formation of political parties	Learner; - reads words correctly	**Tanganyika** i)Tanganyika African Association formed in 1929 by a group of educated Africans Aims of TAA	Discovery	Identifying	Co-operation Unity			

For more schemes of work, visit ***www.uganda.madpath.com***

6	**1** **2** **3**	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Formation of political parties in East Africa	Learner, i)defines the term political party ii)States reasons for formation of political parties iii)Identifies personalities that formed political parties, when and why formed them	Learner i)reads the words correctly ii)Writes the abbreviations in full	Formation of political parties -Reasons for their formation *To provide peaceful means of demanding for independence. *Political parties were organisations of people with the same political ideas and were united in their desire to achieve their goals. As the demand for independence increased, a number of political groups were formed to lead the independence struggle. i)In Uganda i. UNC – 1952- by I.K.Musaazi ii.D.P- 1954-by Matayo Mugwanya iii. UPU-1958-by W. Rwetsiba and W.W. Nadiope iv. UPC -1960-by Obote v. K.Y-1960 –by (leader) Kabali Masembe. Other political parties vi. Progrsessive Party-1955 by E.M.K Muliira vii. Uganda National Movement -1958 by Augustine Kamya viii. United Congress Party –in 1957 by David Lubogo ix. Uganda National Party- 1960 by Apollo Kironde -Aims/objectives of the parties	Explanation Discussion Question and answer Identification	Defining political parties -stating reasons for formation of political parties -identifying the first political parties to be formed and when they were formed and why	Unity Co-operation Sharing **Effective communication** Analysing statements	Chalk board illustration Text books	Comprehensive SST BK.6 pg 132-133 SST Revision and Practice pg 49-51 P.6 Curriculum page 325-328	
	4	LIVING	THE ROAD		Learner,	Learner	Tanganyika African National Union whose aim was to get	Explanation	Identifying	Sharing	Text books	Comprehensiv	

For more schemes of work, visit ***www.uganda.madpath.com***

	5	TOGETHER IN EAST AFRICA	TO INDEPENDENCE IN EAST AFRICA		i)Identifies the Political parties formed in Tanganyika ii)States reasons for formation of political parties by the identified personalities	i) reads roles played by political parties ii) spells words related to political parties correctly	independence and people's rights under Julius Nyerere as its president, replaced TAA. He was the president of both parties. ii)United Tanganyika Party (UTP)- formed in 1956. It was formed in 1956. It was formed to gain independence to get a government of all races in the nation. However, it failed to become more popular than TANU. *In 1960, TANU won elections and granted self rule in May. 1961 Dr. Nyerere became the first Prime Minister -On 9th December, 1961 Tanganyika became the first president -Tanganyika united with Zanzibar to form the Republic of Tanzania. -Nyerere became the president and Abeid Karume of Zanzibar	Discussion Question and answer	Stating reasons for formation of political parties Listing political parties	Effective communication Talking about one's potential Unity Appreciation	Chalk board illustration	e bk.6 pg 138-140 P.6 Curriculum page 325-328	
	6			Attaining of independence in Rwanda and Burundi			Rwanda and Burundi -The attainment of Ghana's independence and the All Africa's conference in Accra Ghana in 1958, prompted the first demands for self government in Congo. -Tribal divisions leading to rivalry	Explanation Question & answer	Suggesting causes of Rwanda & Burundi askance for independence	Awareness	Chalkboard illustration	Internet	
	7	LIVING TOGE	THE ROAD TO		Learner, i)Identifies political	Learner - reads words correctly	In 1948, Belgium allowed the region to form political parties	Explanation	Identifying political parties	Awareness	Text books	Rwanda and Burundi	

For more schemes of work, visit ***www.uganda.madpath.com***

		THERIN EAST AFRICA	INDEPENDENCE IN EAST AFRICA		parties formed in Rwanda and Burundi ii)describes the rule before independence	- writes the words correctly.	-On January 20, 1959, Burundi's ruler Mwami Mwambutsa IV requested from Belgian Minister a separation of Rwanda and Burundi and dissolution of Ruanda-Urundi. -Later political parties were formed to ask for independence *The first political party the unity for National Progress (UPRONA) -The Hutu took power in Rwanda by winning Belgian run elections in 1960(R.Bujumb`ura Kigali) -Rwanda and Burundi got independence in July 1 1962.	Identification Discussion	Describing	Critical thinking Analysing statements Responding to questions	Internet	Wikipedia	
7	**1**			Post Independence in East African countries	Learner, i)Identifies the leaders of independent countries of East Africa	Learner, i) write the names of leaders that ruled Uganda.	Leaders of independent East Africa (presidents) Uganda i)9th October 1962 Obote became the prime Minister under UPC – KY Alliance in power. ii)On 8th October 1963, Edward Mutesa II became the first president of Uganda.	Discussion Discovery	Identifying leaders of independent E. Africa Stating years of independent	Sharing Unity	Chart Chalkboard illustration	SST Bk.5 page 117-122 P.6 Curriculum page 325-328	
	2 & 3	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE	Post independence in East African countries	Learner, i)lists down the leaders of Uganda since independence. ii)states contributions	Learner; i) writes the rule names of Ugandan leaders	iii)President Obote in Sept. 17 1967 after abolition of kingdoms and Uganda became a republic. iv)Major General Idd Amin 25/1/1971-11/4/1979 v)Prof. Yusuf Lule on 12/4/1979-19/06/1979	Explanation Discussion	Listing presidents in Uganda and roles played	Sharing Critical thinking	Chart Chalkboard	Mk SST Bk.5 page 117-122	

For more schemes of work, visit ***www.uganda.madpath.com***

					of each leader		vi)Godfrey Lukongwa Binaisa 19/06/1979- 18/05/1980 vii)Paulo Muwanga 18 May 1980-10/12/1980 viii)Apollo M. Obote II 11/12/1980 -27/7/1985 ix)General Tito Okello Lutwa 27/7/1985- 26/1/1986 x) Lt. General Yoweri Kaguta Museveni 26/1/1986 to date	Guided discovery		Unity Co-operation	illustration	P.6 Curriculum page 325-328	
	4			Political parties in Uganda	Learner, i)Lists the current political parties of Uganda	Learners; - writes words correctly.	Current Politcal parties in Uganda -NRMo –under H.E Y.K Museveni -FDC – Under Kiiza Besigye -D.P –Nobert Mao -UPC – Olara Otunu -UFA- Betty Kamya -PDP – Abed Bwanika -PPP-Bidandi SSali	Explanation Discussion	Listing political parties in Uganda	Co-operation Unity Appreciation	Chalkboard illustration	Teacher's collection	
	5	LIVING TOGETHER IN EAT AAFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Kenya's current political parties	Learner i)states the political parties in Kenya	Learner i)writes abbreviations in full	Kenya's current political parties i)Orange Democratic Movement (ODM)- Raila Odinga ii)Orange Democratic Movement-Kenya(ODMK)- Kalonzo Musyoka iii)KANU – Uhuru Kenyatta iv)National Unity- Mwai Kibaki	Explanation	Naming political parties in Kenya	Co-operation Unity Appreciation	Internet	Kenya Wikipedia	
	6			Post independence	Learner, i)Identifies the leaders in	Learner	**Tanzania** i) Mwalimu Julius Kambarage Nyerere (TANU)	Description	Mentioning political leaders in	c-operation	Internet	Tanzania	

				leaders in East Africa	Tanzania and their contributions ii)Identifies the current political party	i) writes role played by the leaders	ii) Ali Hassan Mwinyi (TANU) iii) Benjamin Mkapa iv) Jakaya Mrisho Kikwete **Current political parties** Chama Cha Mapinduzi	Discussion Question and answer	Tanzania and the current political parties	Unity Appreciation		Wikipedia	
	7				iii)Identifies leaders of Rwanda to date and the political party	Learner ii) reads leaders of Burundi. - pronounces the names correctly	Leaders in Rwanda i)Gregoire Kayibanda – 1st July, 1962- 1973 ii)Juvenal Habyarimana (coup) 1973-1994) iii)Pasteur Bizimungu 18 July 1994-2000 iv)Paul Kagame 2000- to date **Political parties** Rwanda Patriotic Front	Description	Identifying the leaders of Rwanda and the political parties.	Co-operation Unity Appreciation	Internet	Rwanda Wikipedia	
8	**1**				i)identifies the leaders in Burundi to date		Burundi's leaders -Mwami Mwambutsa-deposed by his son 1962-1966 -Prince Ntare V 1966 -1966 -Captain Michel Micombero(1966) and made Burundi a republic (1966-1976(coup	Explanation				Burundi Wikipedia	
	2 & 3	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST	Post Independence in the East African countries	Learner, i)lists president of Burundi ii) Identifies how presidency was attained	Learner - reads names correctly. - writes names of leaders correctly.	-Colonel Jean Baptiste Bagaza (bloodless coup) 1976 -In 1984 Bagaza was elected -Major Pierre Buyoya over threw Bagaza in 1987 (formed military government) -Melchior Ndadaye, 1993 June (Front for Democracy) 1993 June – October, 1993	Explanation Guided discussion	Listing leaders that have ruled Burundi since independence	**Critical thinking** Selecting, evaluating and using	Internet Chalkboard	Rwanda Wikipedia	

			AFRICA		by Burundian leaders		-Cyprien Ntanjansi 1994-October, 1994 -October1994 Sylvestre Ntibatunganya appointed president by parliament. -1996-Peirre Buyoya through a coup to power A sworn in 1998 -In 2003- Domitien Ndayizeye-2005 -2005 Pierre Nkurunziza to date was elected president			information **Effective communication** Articulation	illustration		
	4 & 5				Learner, i)states challenges and ii)suggests solutions over problems facing East Africa	Learner - reads challenges, dictatorship - spells the words correctly	Challenges/solutions of post independence East Africa i)Political challenges -disunity -dictatorship -conflicts & wars ii)Economic challenges -Under development -Low life expectancy -infant mortality -High illiteracy rate -poor social services iii)Social challenges disease famine	Guided discovery Discussion Problem solving Brain storning	Stating challenges facing East African countries - Suggesting solutions over challenges	Unity Sharing Problem solving Finding strategies of solving problems	Text books Chalkboard illustration	Comprehensive Bk.7 page 183-200 Sharing bk.7 page 135-148 P.6 Curriculum page 325-328	

For more schemes of work, visit ***www.uganda.madpath.com***

	6 & 7	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Democratic rule in East African countries	Learner, i)explains the term democracy ii)States ways of practicing democracy iii)describes formation of political parties	Learner i) reads the term democracy ii) spells the related words to democracy.	Democratic Rule in East African countries Democracy Definition- The system of governance that allows free participation of people in public affairs of their nations -Democracy started in Athens in Greece -Most modern democracy is practiced in America. -Ways of practicing democracy *By directly/Through directly elected leaders. *Through elected representatives -East Africa is run by elected governments.	Explanation Discussion	Defining democracy Stating ways of practicing democracy	Appreciation Unity Sharing Non-violent conflict resolution Negotiation	Environment (school) Chalkboard illustration	Mk Standard SST Revision for Upper primary page 79-81	

For more schemes of work, visit ***www.uganda.madpath.com***

9	**1**						Democratic process -Formation of political parties -Electing flag bearers -Launching manifestos -Campaigning *Making poster and hanging them. -Campaign through talk shows on radio, Tvs. -Public rallies -Political rallies and civic education How to vote e.g. party symbols -on ballot papers -how to fold paper -how to win opponents	Question and answer Brain storming	Describing the democratic process in East Africa	Resolving issues without fighting Co-operation Appreciation Unity	Text books Chalkboard illustration	Mk SST Bk.5 page 137	
	2 **3**	LIVING TOGETHER IN EAST AFRICA	THE ROAD TO INDEPENDENCE IN EAST AFRICA	Democratic Rule in East Africa	Learner i)defines elections ii)Identifies the body responsible for elections iii)describes electoral process	Learner i) reads words ii) spells the words correctly	Electoral process -Election definition -The body responsible for electoral process. (Uganda Electoral Commission -functions of the Electoral commission Related terms i)constituencies ii)Polling station, Returning officers iii)Polling agents, presiding officers	Explanation Discussion	Defining election	Unity Sharing	Simplified constitution of Uganda page 16	P.6 Curriculum page 325-328	

For more schemes of work, visit ***www.uganda.madpath.com***

					The learner; - lists down types of election - defines citizenship - describes how one becomes a citizen	The learner; - reads words correctly. - writes related words correctly.	Electoral process i)Registration of voters ii)Making registers iii)Displaying registers iv)Making final registers(voting) v)Making voters cards vi)Making ballot papers, boxes vii)providing civic education viii)Declaring voting days for presidents, Mps councilors, mayors, Local council elections ix)Electing leaders x)Announcing winners Types of election -General elections -presidential election -Local elections -referendum -Bye elections -Citizenship *Who a citizen is *How one becomes a citizen *Types of citizen -single citizenship-Dual citizenship -Duties of a citizen.	Question and answer	Identifying the body responsible for election Describing how one becomes a citizen Listing	Co-operation Refusal Acceptance	Constitution of Uganda chapter 3 page 3	Constitution of Uganda Chapter 3 page 3 P.6 Curriculum page 325-328	
	5	LIVING TOGETHER IN EAST	THE ROAD TO INDEPENDENCE	Democratic Rule in East African	Learner i)explains human rights ii)states human rights in East Africa	Learner i)reads words correctly	**<u>Basic and other human rights and freedoms</u>** -Equality and freedom from discrimination -Right to life -right to personal liberty	Explanation	Explaining human rights	Co-operation Unity	Text book	Constitution chapter 4 pg 6-15	

		AFRICA	IN EAST AFRICA	countries			-protection from in human treatment	Discussion	Stating human rights	Sharing	Chalkboard	P.6 Curriculum page 325-328	
	6				Learner, i)states the challenges of electoral process ii)suggests solutions over challenges of the electoral commission	Learner i) reads words correctly	**<u>Challenges of electoral process</u>** i) It is costly to be carried out. ii)Under age registration iii) missing names iv)death v)Failure to carry out civic education vi)Poor voting materials Solutions -strictness in registering -Civic education should be carried	Guided discussion Guided discovery	Stating Suggesting solutions	Sharing Unity Problem solving Finding strategies of solving problems	Text books Chalkboard illustration	Teacher's collection P.6 Curriculum page 325-328	
	7		RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT	Environmental Protection	Learner i)defines environment ii)states the composition of the environment.	Learner i) reads word correctly. - pronounces the words correctly	-Definition of environment -Division of our environment *Non-living things *Living things rocks air -Land, mountains, water air non living. -forests, wild life wetland} living thing	Explanation Discussion	Defining Stating	**Creative thinking** Initiating new ideas Finding different ways of doing of things	School environment	Primary six curriculum pg 302 P.6 Curriculum page 330-332	
10	**1**	LIVING	RESPONSI	Environmental	Learner,	Learner	The importance of environment to man	Explanation	Stating the importance	Appreciation	Text book	Mk Standa	

For more schemes of work, visit ***www.uganda.madpath.com***

	2	TOGETHER IN EAST AFRICA	BLE LIVING IN THE EAST AFRICAN ENVIRONMENT	protection	i)states the importance of environment to man ii) describes how man misuses iii)suggests how environmental degradation can be controlled.	i) reads related terms to environment. ii) spells the related words correctly	Source of basic needs to man e.g. shelter, food, air clothing -Environment makes man comfortable *man's dependence on environmental has resulted in over using it leading to environmental degradation such as land fragmentation, soil erosion, deforestation, siltation of water bodies Sustainable use of the environment/ solutions to environmental degradation -By afforestation -proper methods of farming -Alternative energy use -Environmental conservation -Waste management(recycling, sewage e.t.c) -By mulching, terracing contour ploughing.	Guided discussion Guided discovery	of the environment to man Suggesting solutions over environmental degradation	**Critical thinking** Giving reason for action taken **Effective communication** Audibility Care	Chalkboard illustration School environment	rd SST Revision page 96-99 P.6 Curriculum page 330-332	
	3						-NEMA- National Environment Management Authority -Aims of NEMA -Ways of destroying the environment -How to conserve the environment	Guided discovery	Suggesting solutions over environmental degradation	**Effective communication** Logical thinking Care	School environment		

For more schemes of work, visit ***www.uganda.madpath.com***

	4	LIVING TOGETHER IN EAST AFRICA	RESPONSIBLE LIVING IN EAST AFRICAN ENVIRONMENT	Climate change	Learner, i)defines climate, climate change, ii)Identifies causes of climate change iii)describes how each change affects climate	Learner i) reads words correctly	**Climate change** -Definition of climate -climate change Forms of climate change *Positive changes through afforestation, agro-forestry, re-afforestation *Negative changes through uncontrolled lumbering, deforestation, swamp reclamation, over cultivation, over grazing e.t.c. -How each of the factors affects climate	Question and answer Identification Classification	Defining climate Identifying	Awareness **Critical thinking** Analysing statements	Text books Chalkboard	MK SST Rev page 96 P.6 Curriculum page 330-332	
	5				States consequences of irresponsible living in East African environment	Learner i) reads words correctly - spells the related words correctly	Consequences of irresponsible living in the environment in East Africa It leads to: flood, soil erosion (gulley , rill, splash erosion), mud/ land slides, desertification, pollution of land water, air diseases -resources depletion -over production of children -ways in which the above degrade the environment	Inquiry Problem solving Excursion	Stating consequences of irresponsible living Suggesting solutions over problems	Awareness Critical thinking Analysing statements	Chalkboard Text books	Mk SST Rev. page 98	
	6	LIVING TOGETHER IN EAST	RESPONSIBLE LIVING IN EAST AFRIC	Environment	Learner, i)defines wild life ii)Identifies wild life composition	Learner i) reads words correctly. - spells correctly	**Wild Life** Definition -composition of wild life *animals, insects, and plants. Problems facing wild life -poaching, encroachment, tourist traffic	Explanation Inquiry	Defining Identifying	Critical thinking Analysing statements	Text books School neighbouring	MK Standard SST revision page 97	

For more schemes of work, visit ***www.uganda.madpath.com***

		AFRICA	AN ENVIRONMENT				-uncontrolled garbage disposal.	Brain storming			environment		
	7			Wetlands	i)defines wetlands ii)states uses of wetlands iii) lists problems facing wetlands and solutions	The learner; - reads words correctly - writes words	**Wet lands** -Definition -Uses of wetlands -problems facing wetlands in East Africa *Swamp reclamation *Industrial pollution, brick making, over harvesting of fish and vegetation -burning them -unregulated and unplanned wetland resource utilization -inadequate policies -lack of accurate information to all stakeholders	Brain storming Discussion Excursion Question Problem solving	Defining Stating Listing	Sharing **Critical thinking** Responding to questions Awareness	School neighbourhood Text books	MK SST Revision page 97 P.6 Curriculum page 330-332	
11	**1**			Water	Learner i)defines water ii)Identifies composition of water	i)says the words correctly	**Water** -Definition -composition of water rainfall, underground water, run offs, surface water Problems facing water in East Africa a)Drought, floods, irrigation and its problems of agro chemicals, pressure on natural wetlands, demand for clean water Pollution from agriculture	Problem solving Inquiry	Defining Identifying	Appreciation Awareness	Chalkboard	MK Standard SST Revision page 97	
	2	LIVING TOGETHER IN	RESPONSIBLE LIVING IN	Climate change	Learner, i)defines fisheries ii)states uses of fisheries	Learner i) reads words correctly - writes words	**Fisheries** -Definition Uses of fisheries to man -Foreign exchange earner -Provides nutrition	Guided discovery	Defining	Sharing	Text book	MK Standard SST Revisio	

For more schemes of work, visit ***www.uganda.madpath.com***

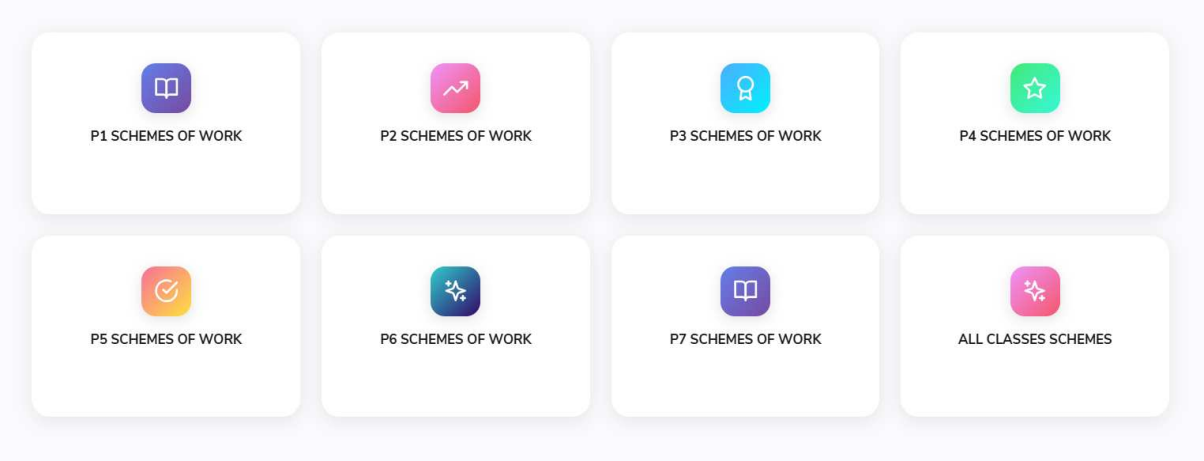
		EAST AFRICA	EAST AFRICAN ENVIRONMENT		and problems facing fisheries		-source of employment Problems faced by fisheries in East Africa -Over exploitation -Lack of research -Lack of enforcement of related laws	Explanation	Stating	Co-operation	Chalkboard	n page 97-98 P.6 Curriculum page 330-332	
	3				i)states causes of environmental degradation	i)pronounces words correctly	**Causes of Environmental degradation** -Wide spread poverty -unemployment and under employment -inadequate managerial capacity -corruption -political instability	Question and answer	Stating causes of environmental degradation	Care Awareness	Chalkboard	MK SST Revision page 98	
	4				i)Identifies causes of pollution	Learner i)spells the words correctly	**Major environmental problems in East Africa** -Pollution (fumes from cars, smoke, noise, sewage, poisonous gases, chemicals, oil spilage **Examples of environmental pollution** -sound pollution, air pollution, water, land radiation pollution at power stations Solutions to problems	Guided discovery Discussion	Identifying example of pollution	Sharing **Effective communication** Fluency Articulation	Text book School environment	Mk SST Revision page 98 P.6 Curriculum page 330-332	
	5	LIVING TOGETHER IN	RESPONSIBLE LIVING IN	Climate change	Learner, i)defines energy, crisis	Learner i) reads words correctly	**Energy Crisis** -Definition of a)energy b)crisis -Division of energy	Explanation	Defining Identifying	Critical thinking	School environment	MK SST Revision page 99	

For more schemes of work, visit ***www.uganda.madpath.com***

		EAST AFRICA	EAST AFRICAN ENVIRONMENT		ii) Identifies types of resources iii)suggests solution to rampant cutting of trees	- pronounces words correctly.	*Renewable energy *Non- renewable energy Solution to over cutting down of trees for wood -Use of solar energy -biogas -wind energy -saw dust, banana peelings -Geothermal Alcohol fuel from waragi and cassava (ethanol alcohol is blended with petrol) -Bio-diesel (simsim oil is blended with diesel. Construction of HEP stations	Discussion	Suggesting alternatives	Responding to questions Sharing	Chalkboard illustration	P.6 Curriculum page 330-332	
	7				Learner i)suggests solutions environmental degradation	Learner - reads words correctly. - spells words correctly. - writes the words correctly	**Solutions to environmental degradation / problems** -Mass education about dangers of environmental degradation. -Reactivation & reinforcement of National Laws -Control pollution -Alternative sources of energy should be used -Re-afforestation and afforestation should be done on large scale Scientific methods of soil conservation	Question and answer Problem solving	Suggesting solutions to environmental degradation	**Effective communication** Fluency Audibility Accuracy	Chalkboard illustration	MK standard Revision page 99 P.6 Curriculum page 330-332	

For more schemes of work, visit ***www.uganda.madpath.com***

This document was downloaded from https://exoticnotes.com



Do you need more!

SCHEMES OF WORK for Primary (All Subjects)

Click
https://exoticnotes.com/schemes_of_work/primary/

For LESSON NOTES P.1 – P.7
Click
https://exoticnotes.com/notes/primary/

For Papers and Exams P.1 – P.7
Click
https://exoticnotes.com/papers/primary/

For Holiday Packages P.1 – P.7
Click
https://exoticnotes.com/holiday-work/primary/