

PRIMARY SIX SOCIAL STUDIES SCHEME OF WORK

TERM I

WK	DP	TOPIC	SUBTOPIC	SUBJECT COMPETENCIES	LANGUAGE COMPETENCIES	CONTENT	SUGGESTED ACTIVITIES	T/L AIDS	REF	REM
		Living together E. Africa	The East African community	The learner, • Locates the East African countries on the map. • Studies the map of Africa and identifies the five EAC countries. • Compare their sizes. • Describes their position in E.A. • Describes their position in E.A.	The learner • Constructs proper sentences using the following identified new words. • Symbols • Latitude • Longitude • Community • Location • Map reading time zone • Pronounces and writes correctly	• Historical background of the EAC (1967 – 1977) • Countries that formed the EAC and their location. • Min characters involved in the formation of EAC i.e. Obote, Nyerere and Kenyatta. **Objectives** 1. To create a wider market for goods from member states. 2. To promote peace, unity and co-operation.	Using a map of EA to name the countries that formed the EAC long ago. • Describe the position of EA using latitudes and longitudes. • Naming the presidents and personalities involved in forming he EAC in 1967.			

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				• Analyses the historical background of the EAC (1967 – 1977) • Studies the map of E.A and identifies the different countries and their size. • Discuss the objectives and benefits of the EAC since 1967. • Outlines and explains the services provided by the EAC (1967 – 1977). • Identifies the factors that led to the collapse of the EAC. • Explains the revival and expansion of EAC. • Describes the roles played by different heads of states. • Describes the objectives and benefits of the new formed East African Cooperation.	the different EAC countries. • Explain the new terms latitudes, longitudes • Pronounces and writer the following terms • Cradle • Archeology • Uses the following key words in meaningful sentences: • Archeologists • Symbols of the EAC. • The East African community flag • The East African coat of Arms. • Uses the following terms • Origin • Migration • Settlement • Organizational structure • Missionaries • Catholic • Pentecostal • African heritage • Adventists • Protestant	3. To equally share the services of the former EACSO 4. To promote free movement of goods, services and people in the region. 5. To improve transport and communication among member states. 6. To have same trade taxes and stop smuggling. **<u>Organs of EAC</u>** • The summit of heads of state • The council of ministers • The East African court of justice. • The East African Legislative Assembly (parliament) • The secretariat • The co-ordination committee • Autonomous institutions <u>Benefits of the following corporations</u> • East African Development bank • East African Posts and Telecommunications • Disintegration/collapse of the EAC. • Reasons for disintegration	• Explaining reasons that caused the fall of the EAC. • Discussing the challenges of the corporation. • Drawing an accurate map of E.A showing sister countries. • Explain the reasons that led to the disintegration • Role playing by the heads of stats contribution to the collapse of the EAC. • Using atlases to study and identifying the five countries of the EAC. • Writing the description of the position of EA showing latitudes and longitudes. • Discussing in small groups the reasons for the revival and expansion of the EAC. • Discussing the personalities			

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				• Identifies the symbols of the countries of the present EAC.	• Islam •	<u>Revival of the East African Community (2001)</u> • Countries that form E.A (2000) • Location of former East Africa. • Presidents of the E. African Countries. • <u>Objectives</u> • Presidents of the present EAC. • Benefits to the individuals, the country, the EAC and beyond. • National symbols of East African countries. • Telecommunications • The East African railways and harbours. • East African literature Bureau. • The East African Court of Justice. • The East African Airways. • East African customs and Excise • East African meteorological Department • East African Examination Councils. • East African Trypanosomiasis Research. • East African Headquarters • Secretariat.	involved, the benefits and how that contribute to the harmony of the EAC.			

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			The people of East Africa	• Explains the importance of the origin of the origin of human race. • Draws a map of EA showing archaeological sites. • Discusses the importance of historical sites. • Identifies ethnic groups of E.A. • Discuss the factors that influence the movement and settlement patterns of the people in EA. • Trace the origin and movement of the different ethnic groups in EA. • Compares the past and present migration patterns. • Discusses ways of living of the people of East Africa in the past and present. • Describes ways of worship of the		• The people of East Africa • The cradle of human race in East Africa • Archaeological sites in EAC. • Importance of archaeological sites • Ethnic groups of East Africa • Classification of the people of East Africa (Bantus, Hamites /Cushites, Nilotics and others) • Origin migrations and settlement • <u>Organizational structure of the major Ethnic groups in East Africa</u> • Socially • Economically • Politically • Religion	• Discussing the human origin and lists importance. • Using atlas for studying identifying and drawing archaeological sites in East Africa. • Discussing the importance of historical sites, • Identifying ethnic groups of E.A. • Discussing the factors that influence movement and settlement pattern. • Using a prepared map to trace the origin of different ethnic groups. • Comparing the past and present migration patterns. • Discussing ways of living in the past and present, socially, politically, economically and religiously. • Discussing administrative			

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				people of EA in the past and present. • Discusses the achievements and challenges experienced by missionaries in EA. • Explains the impact of missionary work in EA to the people of long ago and present.			structure of the past and present East Africa. • Discussing the different religions of EA. • Tracing the introduction of Christianity and Islam. • Identifying who the missionaries were and why they came. • Discussing the achievements and challenges experienced by different missionaries. • Explain the impact of missionary work to the people of long ago and present.			
			Population size and distribution in East Africa	• Analyze the factors which influence settlement and population growth in the past and present. • Describes factors that influence	• Uses of the following key words in meaningful sentences • Census • Population • Population density	• Population in East Africa • Population growth • Population distribution • Population density • Problems associated with population density • Solutions to problems.	• Discussing the factors that influence settlement in EA. • Explaining factors that contribute to population growth. • Discussing the importance of census to the			

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				population distribution. • Draws a map of E.A showing population distribution and densities.	• Population growth • Population distribution • Population explosion • Population structure		countries of the EAC. • Debating the advantages and disadvantages of population growth • Discussing solutions associated with population density. • Drawing a map of EA showing population distribution.			

TERM II

WK	PD	TOPIC	SUB TOPIC	COMPETETE SUBJECT	LANGUAGE COMPETENCES	CONTENT	TECHNIQUES/ METHODS	ACTIVITIES	T/L AIDS	LIFE SKILLS	REF.
1					GOING THROUGH HOLIDAY WORK						
THEME: LIVING TOGETHER IN EASAT AFRICA											
2	1	MAJOR RESOURCES OF EAST AFRICA	LAND	The learner should be able to: - Define natural resources	The learner - Should read and pronounce - Resource - Utilization	vocabulary - Meaning of natural resources	Whole class - Discussion - Brainstorming - Field trip	Reading - Pronouncing - Writing and - making sentences	Chalkboard Illustration School compound	Environmental awareness Making the best use of	MK Ppls. bk. 4

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				- Identifies the types of resources - Give examples of each resource above	- Renewable - Non-renewable - Degradation - Natural	- Examples of natural resources - Types of natural resources - Land - Uses of land - Ways man has misused land - Conservation of land	-			available resources Making choices	pg. 104
	2		LAND	The learner- - States the activities carried out on land. - Mentions the meaning of farming - Defines the different farming systems in East Africa.	- Land - Farming - Industrialization - Tourism - Subsistence farming - Mining - Fishing - Industrialization - Trade	- Discussing activities carried out on land - Farming - Tourism - Mining - Transport - Fishing - Industrialization - Trade	Whole class - Discussion - Brainstorming	- Reading - Pronouncing - Writing structured notes	- Chalk board illustration - School compound	Problem solving Critical thinking Environmental awareness	MK Ppls. Bk. 4 Pg. 104
	3&4		TYPES OF	- The learner states the advantages and disadvantages of each farming system	- subsistence farming - plantation farming - perennial crops	- brainstorming	question and answer	- reading - writing structure	- text books - chalkboard illustration	problems thinking environmental awareness	Ppls Bk. 6 Pg. 26
2	5	MAJOR RESOUCES OF EAST AFRICA	TRADITIONAL AND NON RADITIONSL	The learner defines - Traditional cash crops - Non-traditional cash crops - Classifies/gives examples of traditional and	- The learner use words - Traditional - Non-traditional crop	- Meaning of traditional and nontraditional crops - Examples of each of the above.	Brainstorming whole class discussion	- Reading - Writing - Asking and answering oral and written questions	- Chalk board illustration - Some real cash crops e.g. coffee,	discussion making team work	P.6 curriculum Pg 116

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			CROPS	nontraditional crops.				- Taking structured questions.	berries, bean seeds		
3	6 & 1		MAJOR CASH CROPS IN EAST AFRICA	The learner defines cash crops Identify the major cash crop in East Africa Identify places where cash crops grown in East Africa State the conditions necessary for proper growth of each cash crop.	- Cash crops - Condition - Coffee - Cotton - Beverage - Husks - Kilombero valley - Oil palm - Nettle trees	- Meaning of cash crops - Places where they are grown - Conditions necessary for proper growth of each of the crop	Brainstorming Whole class discussion	- Reading and writing - Asking and answering oral and write questions - Taking questions	- Chalkboard illustration - Some real cash crops e.g. coffee, Berries	problem solving critical thinking discussion making	Trs. Own collection.
3	2		IRRIGATION FARMING	The learner defines irrigation States the advantages and disadvantages of irrigation farming Give examples of irrigation schemes in East Africa.	- Farming - Irrigation	- Meaning of irrigation farming - Advantages of irrigation farming - Disadvantages of irrigation farming - Irrigation schemes in East Africa	Brainstorming Whole class discussion	- Reading and wrting - Asking and answering oral and written questions - Taking structured questions	- Chalk board illustration - Buckets - Water - Sprinkler	problem solving critical thinking discussion making	MK bk. 6 pg. 56 functional bk. 6 pg 38
3	3		WAYS OF PRESERVING FOOD IN EAST	the learner states the different methods of preserving food identifies traditional and modern methods of preserving food States reasons why the colonialists	- Cash crops preservation - Modern methods - Traditional methods	- Ways of preserving food - Traditional methods - By smoking - Sun drying - Salting	Discussion Brainstorming Illustration explanation	- Ask and answer oral questions writing structured notes	- Chalk board illustration - School fridge - Dried and smoked	friendship environmental awareness	MK bk. 6 pg. 55

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			AFRICA	encouraged cash crop growing							
	4		IMPORTANCE OF FARMING IN OUR REGION	The learner states the importance of farming. Identifies problems and solutions	- Income soil - Erosion - Drought - Expensive - Modern - Agricultural - Agriculture	- Importance of farming - Problems facing farmers solutions	discussion Brainstorming Illustration Explanation	- Ask and answer oral questions - Writing structured notes	- Chalk board illustration	Friendship Environmental awareness	functional bk 6 pg 45 & 47
3	5 & 6		COPERATIVE SOCIETIES	The learner Defines cooperative society States the importance of cooperative societies Map showing cash crop growing in East Africa. Map showing cash crop growing in East Africa.	- Society cooperative society	- Definition of cooperative society - Importance of cooperative societies - Map of East Africa showing cash crops	Discussion Brainstorming Illustration Explanation	- Ask and answer oral questions - Writing structured notes - Drawing the map of East Africa showing cash crop growing.	- Chart showing cash crop growing in East Africa - Text books	drawing critical thinking Problem solving	MK bk 6 pg. 54.
4	1		LIVESTOCK FARMING	The learner gives the meaning of livestock farming Differentiate between a dairy farm and a ranching scheme Gives examples of each of the above Mention the products from the above farms.	- Livestock farming - Dairy farming - Ranch farming - Cheese - Yoghurt	- Meaning of livestock farming - Different between dairy farming and ranch farming - Examples of dairy farm and a ranching scheme	discussion Discovery Brainstorming Question and answers	- Answering oral questions - Doing the given activity	- Chalk board - Text books	Environmental awareness Critical thinking Problem solving	Functional bk pg. 46 to 47.

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						- Product from each of the above farms.					
4	2 & 3		PASTORALISM IN EAST AFRICA	The learner gives the meaning of pastoralism Examples of pastoral tribes in East Africa States the problems and solutions	- Pastoralist - Pastoralism - Cattle rustling - Valley dams - Dairy	- Meaning of pastoralism - Examples of pastoral tribes in East Africa - Importance of cattle to pastoral tribes - Problems facing pastoralism - Solutions to the problems	Discussion Discovery Brainstorming and answers.	- Answering oral questions - Doing the	- Chalk board - Text books - Activity	Environmental awareness Critical thinking problem solving.	Functional bk 6 pg47
	4		TOURISM/ WILD LIFE	The learner gives the meaning of tourism Gives the types tourists Gives examples of major tourist in East Africa Give the meaning of wildlife identifies the different types of animals found in our natural environment.	- Tourist - Tourism - Internal - External - Climate - Wildlife - Herbivore - Carnivores - Omnivorous animals	- Meaning of tourism - Types of tourist - Examples of major tourist centers - Meaning of wildlife - Types f animals found in the natural environment	Discussion Brainstorming	- Answering oral and written questions	- Chart showing tourist sites in East Africa - Text books	Problem solving Critical thinking Environmental awareness	functional bk 6 pg. 69 – 76
	5 & 6		NATIOANAL GAME PARKS	The learner states the meaning of game parks. State other areas where wild life is conserved.	- Game park - Game reserve - Zoo - Permission gazette.	- Meaning of Game parks and game reserves a zoo and sanctuary - Examples of game parks in East Africa	Discussion Brianstorming	- Answering oral and written questions - Drawing the map of East Africa showing	- Chart showing National Game parks in East Africa - Text books	Problem solving Critical thinking mental awareness.	Functional bk. 6 pg.

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						- Problems faced by game parks and their solutions - Drawing map showing National game parks and game reserves in East Africa.		game parks and reserves			
5	1		IMPORTANCE OF TOURISM INDUSTRY TO THE PEOPLE OF EAST AFRICA	The learner states the importance of tourism to the people. Suggests the ways the tourism industry can be improved in the region States why the tourism industry is more developed in Kenya than Uganda.	- Tourism - Invisible exports - Income - Foreign - Poaching	- Importance of tourism - Ways of improving tourism in the region - Why tourism is well developed in Kenya than Uganda.	Brainstorming Discussion Explanation	- Answer oral and written questions	- Chalk board illustration	friendship Environmental awareness Critical thinking Respect Problem solving	MK bk 6 pg. 41 – 42.
	2		VEGETATION	The learner gives the meaning of vegetation Mentions the types of vegetation Gives examples of soft wood trees and their products.	- Vegetation - Soft wood trees - Wood products	- Meaning of vegetation - Types of vegetation - Examples of soft wood trees	- Brainstorming - Discussion - Explanation	answer oral and written questions	- Chalk board illustration - Plants in the school environment	- Friendship - Environment awareness - Critical thinking - Respect - Problem solving - Respect problem solving	MK bk 6 pg. 23 – 30 Functinalbk. 6 pg. 6- - 62

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	3 & 4		NATURAL VEGETATION	The learner gives the meaning of natural vegetation States examples of natural vegetation in the region States the factors that influence the vegetation in East Africa and how?	- Natural vegetation - Influence	- Meaning of natural vegetation - Examples of natural vegetation - Factors influencing natural vegetation	- Brainstorming - Discussion - Explanation	answer oral and written questions	- Chalk board illustration - Chart showing vegetation belts in East Africa.	- Friendship - Environmental awareness - Critical thinking - Respect - Problem solving.	MK bk 6 pg 25 – 30 Functional bk 6 pg 60 – 62
			VEGETATION BELTS AND REGIONS OF EAST AFRICA	The learner gives the different vegetation regions in East Africa Gives the characteristics of each of the above vegetation region.	- Vegetation belt - Characteristics - Canopy - Buttress roots, - Species - Moor land and - Heath	- The vegetation belts of East Africa - Characteristics of different vegetation regions	- Whole class discussion - Brainstorming	writing structured notes answer given questions	- The environment charts showing different vegetation	- Environmental awareness - Making the best use of available resources - Choice making.	
			VEGETATION	The learner gives the meaning of a swamp. States the economic activities carried out in swamps. Give the reasons why people reclaim swamps and dangers of the above.	- Swamp reclamation - Swamp drainage - Papyrus reclaim	- Defining the importance of swamps - Economic activities carried out in swamps - Problems facing swamps - Why people reclaim swamps	- Class discussion - Brainstorming	structured notes Answer given questions	- The environment - Charts showing different vegetation.	- Mental awareness - Making the best use of available resources - Choice making -	

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						- Dangers of swamp drainage - Map of East Africa showing Natural forests.					
	3 & 4		MINERAL RESOURCES IN EAST AFRICA	The learner give the meaning of mining types of minerals Methods of mining in East Africa Draws the map of East Africa showing mineral deposits.	Mineral - Mining - Extraction - Explosives	- Meaning of mining and minerals - Types of mineral in East Africa - Methods of mining in East Africa - Mineral distribution in East Africa	- Whole class discussion - Brainstorming	writing structured notes Answer given questions	- The environment - Charts showing different vegetation.	- Environmental awareness - Making the best use of available resources - Choice making	Atlas pg 37
	5 & 6		IMPORTANCE OF MINING IN EAST AFRICA	The learner gives the importance of mining in East Africa. States the environmental dangers as a result of mining in an area. Problems faced by the mining industry and their solutions.	mining danger environmental degradation soil erosion pollution	- Importance of environmental dangers of mining - Problems faced by the mining industry - Solutions to the stated problems	- Whole class discussion - Brainstorming - Field trip - Illustration	asking and answering oral questions doing the given exercise	- Chalk board illustration - Pupils text books.	- Environmental awareness - Problems solving - Critical thinking.	macmillan atlas pg 37
			DRAINAGE FEATURES IN EAST AFRICA	The learner gives the meaning of drainage features Identifies the examples of drainage features in East Africa	Drainage Rift Valley Depression Escarpment Faulting	- Meaning of drainage features - Examples of drainage features	- Whole class discussion - Brainstorming - Field trip - Illustration	Asking and answering oral questions Doing the given exercise.	- Chart showing the great East African Rift Valley	- Environmental awareness - Problem solving - Critical thinking	Sharing our world bk 6 pg 6 –

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				Gives the characteristic of the rift valley lakes Characteristics of depression lakes with relevant examples Draw the map of the great East African Rift Valley.		- Characteristics of rift valley lakes - Characteristics of depression lakes - Map of the rift valley					10, functional primary sstbk 6 pg
	3		MAJOR INLAND PORTS ON LAKE VICTORIA	The learner identifies the major inland ports on lake Victoria in each of the East African Countries. States the importance of inland ports in development of East Africa Draw a map of lake Victoria showing major inland ports.	inland Port Development Ferries	- Major inland ports on lake Victoria - Importance of inland ports in the development of East Africa - Map of Lake Victoria showing inland ports.	- Discussion - Illustration - Brainstorming - Question and answer	asking oral questions doing the given activity drawing the given map	- Chalk board illustration - Chart showing map of lake Victoria	- Problem solving - Critical thinking - Environmental awareness	Mk bk 6 pg 18 - 19
			FISHING IN EAST AFRICA	The learner gives the meaning of fishing Identifies the examples of fishing ground in East Africa Gives the examples of fish caught in East Africa	Fishing Fish Species Aquatic life Modern Tradition Preserving	- Meaning of fishing - Examples of fishing grounds in East Africa - Examples of caught in East Africa - Traditional and modern methods of fishing - Traditional and modern	- Discussion - Illustration - Brainstorming - Questions and answers	Asking oral qeustions doing the given activity drawing the given map.	- Chalk board solving illustration - Map of East Africa showing the major fishing grounds.	- Problem solving - Critical thinking - Environmental awareness	MK bk 6 pg 18 – 19

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						methods of preserving fish - Importance of fishing - Problems faced by the fishing industry and their solution - Map showing several fishing grounds in East Africa.					
	8	TRANSPORT AND COMMUNICATION	SOCIAL SERVICES IN EAST AFRICA	The learner gives the meaning of social services Gives examples of social services gives the types of transport Importance of transport	Social services Transport Electricity Amenities Insurance Banking Security	- Meaning of social services - Examples of social services - Meaning of transport - Types of transport - Importance of transport	- Brainstorming - Whole class discussion - Story telling	Asking questions Answering oral and written questions Drawing the given map	- Chart showing transport network in work in East Africa - Pupils Text books	- Effective communication - Decision making.	Mk pg 147 – 163.
	2 & 2		ROAD TRANSPORT	The learner gives the different types of roads. Mentions the different means of road transport States the importance of developed road network Gives the advantages and disadvantages of rad transport	Transport means Murram roads Seasonal road Accident Causes	- Types of roads - Means of transport - Importance of well-developed road net work - Advantages and disadvantages road transport - Common causes of road accidents	- Brainstorming - Whole class discussion - Story telling	Asking questions Answering oral and written question Drawing the given map	- Chart showing transport network in work in East Africa - Pupils Text books	- Effective communication - Decision making	Mk pg. 147 - 163

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				Common causes of rad accidents Ways of controlling rad accidents in East Africa.		- Ways of controlling road accidents.					
		TRANSPORT AND COMMUNICATION	AIR TRANSPORT	The learner mentions international air ports in East Africa Mentions the means of air transport Advantages and disadvantages Perishable goods	Air transport Perishable goods Jets, helicopters quick fast congestion	- International air ports - Means of air transport - Advantages and disadvantages of air transport - Perishable goods	- Discussion - Problem solving - Brainstorming - Question and answer -	taking structured notes	- Chalkboard illlustration	- Problem solving - Critical thinking - Environment	MK bk 6 pg. 147 – 163
	2 & 3		WATER & PIPELINE TRANSPORT	The learner mentions the means of water transport States the advantages and disadvantages of water transport States reasons why some parts of rivers are not used for transport Give the goods transported by pipeline Give advantages and disadvantages.	Canoe Pipeline Liquids Flexible Pumped Dar-el-salaam	- Means of water transport - Advantages - Disadvantages - Reasons why some rivers are not used for transport - Goods transported by pipeline transport - Disadvantages of pipeline transport	- Discussion - Problem solving - Brainstorm - Questions and answers	taking structured notes	- Chalk board illustration - Water pipes - Piped water the school environment	- Problem solving - Critical thinking - Environment awareness	MK bk 6 pg. 147 - 163
			COMMUNIATATION NETWORK IN	The learner gives the meaning of the term communication Mentions examples of modern and traditional means of communication	Communication Means of communication Mass media	- Meaning of communication - Traditional and Modern means of communication	- Discussion - Problem solving - Brainstorming	Taking structured notes	- Newspapers - Radio - Cell phones (Mobile phones)	- Problem solving - Critical thinking - Environmental awareness	MK bk 6 pg. 164 - 166

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			EAST AFRICA	gives the meaning of mass media with relevant example		- Meaning of mass media - Examples of mass media	- Question and answer		- Magazine		
			COMMUNICATION NETWORK IN EAST AFRICA	The learner mentions advantages and disadvantages of using a radio as a means of communication Mentions advantages	Post office Opportunities Private Telephones News papers	- Advantages of using a radio - Disadvantages of using a radio - Advantages of newspaper - Disadvantages of using newspapers and advantages of using newspapers as a means of communication - Gives examples of government and private news papers - States the importance of newspapers and radios during trade - Gives the advantages and disadvantages of using a television, post office and letter writing - States the problems	- Discussion problem solving - Brianstorming - Questions and answers	taking structured notes Examples of government and private news papers Importance of radios, newspapers, television etc.during trade Problems affecting communication network in East Africa.	- News papers - Radios - Cell phones - Magazines	- Problem solving - Critical thinking - Environmental awareness	MK bk 6 pg. 164 - 166

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						affecting communication net in East Africa.					
						-	-		-	-	

TERM III

WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUE	ACTIVITY	SKILLS ATTITUDE	AUDIO VISUAL AIDS	REF	REM
					SUBJECT	LANGAUGE							
2	1	LIVING TOGETHER IN EAST AFRICA	**THE ROAD TO INDEPENDENCE IN EAST AFRICA**	**THE COMING OF EUROPEANS IN EAST AFRICA**	The learner; 1.Identifies the different groups of Europeans that came to east Africa. 2.States why Europeans referred to Africa as a dark continent. 3. Suggests the general reasons for the coming of Europeans.	The learner uses the following words -European, Europe -Explore, Explore -Missionary, Mission -Colonialist, colony colonise - Colonisation	-Identify the different groups of Europeans that came to East Africa. -Reasons why Africa was referred to as a dark continent. -Reasons why the Europeans came to East Africa.	Whole class discussion -Brain storming -Story felling	-Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	-Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing The journeys made by explorers to East Africa.	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
	2			**THE COMING OF THE PORTUGUESE IN EAST AFRICA.**	The learners, 1.Defines a Portuguese. 2.State the reasons for their coming to East Africa. 3.States why prince Henry the Navigators.	-empire -trade -adventure -ivory -navigation -Christianity -fort.	-Meaning of the term Portuguese -Reasons for the coming of the Portuguese -Reasons for the construction of school of Navigators by prince Henry the Navigator.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing The journeys made by explorers to East Africa. -do-	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152 -do	

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	3 & 4			**DINIZDIAZ, BARTHOLOMEW DIAZ & VASCO –DA-GAMA.**	The learner, 1.Identifies the different Navigators who tried to find a sea route to India 2.Writes a short notice on each of the given navigators. 3.States the contribution made by Vasco Da Gama	The learner, uses the following words -Storm, -sea route, -cape -coast Christmas -storms -sailor.	-Naming Navigators who tried to find a sea route to India. -Explaining the journeys made by the early Navigators who tried to find a sea route to India. -Tracing the journey made by Vasco-Da-Gama.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing Vasco-Da-Gama Journey.	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	

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

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					Portuguese in East Africa			-Brain storming -Story felling	Page 140-152 -Writing structured notes.	-Appreciation -Trust.		Atlas functional book 6 page 140-152	
	2 & 3			THE EFFECTS OF THE PORTUGUES RULE IN EAST AFRICA	The learner, 1. States the positive and negative effects of Portuguese rule in East Africa. 2. Identifies the factors that contributed to the decline of Portuguese rule at the cost of East Africa	-taxation - Imposed - Collapse -Attacks -corrupt officials - Kiswahili - Swahili	-Effects of the Portuguese rule in East Africa Reasons for the decline of Portuguese rule in E.Africa.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-do-	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	-do-
	4			EXPLORERS IN EAST AFRICA	1. Who is an explorer 2. Identifies the different explorers who came to East Africa. 3. State the importance of the Royal Geographical society to the early explorers.	- The Royal Geographical society. - Sponsored - Supplies - Journey	- Meaning of explorers - Naming the different explorers who came to E.A - The role played by the Royal geographical society towards the coming of Explorers to E. Africa	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing the routes taken by the explorers to East Africa	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	

K	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUE	ACTIVITY	SKILLS ATTITUDE	AUDIO VISUAL AIDS	REF	REM
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	5 & 6	LIVING TOGETHER IN EAST AFRICA		WHY THE EXPLORERS CAME TO EAST AFRICA.	1. Identifies why the explorers came to East Africa. John Speke and Richard Burton.	- Adventure - Prestige - Discover - Interior	- Reasons for the coming of explorers to East Africa contributions of John Speke and Richard Burton.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing the routes taken by the explorers to East Africa	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
4	1		THE ROAD TO INDEPENDENCE IN EAST AFRICA	JOHN SPEKE & JAMES GRANT	The learner, 1. states the reasons why John Speke made his second Journey with James Grant to East. 2. Identifies the discoveries made by John Speke and James Grant	The learner uses new words - Discovery - RGS	- Speke and Grants Journey. - Discoveries made by John Speke and James Grant.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing the routes taken by the explorers to East Africa	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
	2 & 3			SIR SAMUEL BAKER HENRY MURTON STANLEY	- Traces the journey made by Sir Samuel Baker - Identifies the discoveries made by Sir Samuel Baker. - States the local name of L. Albert - States the journeys made by HM Stanley to East Africa.	The learner uses new words. - Governor - Falls - Route - New words - Requested - Daily Telegraph	- tracing the journeys made by- HM Stanley- Sir Samuel Baker- Dr David Living stone - The discoveries made by each of the above explorers.	Whole class discussion -Brain storming -Story felling	Reading S.S.T Pupils Function Book6 Page 140-152 -Writing structured notes.	Effective communication -Friendship -Respect -Appreciation -Trust.	-do- Chart showing the routes taken by the explorers to East Africa	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	

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				DR. DAVID LIVINGSTONE	- Discoveries made by HM Stanley - Suggests why he named MH. RwenzoriMountains of the moon. - Describe the journeys made by Dr. David Livingstone - Identify the discoveries made Dr. David Livingstone.	- Rescue Palace Circumnavigate -Missionaries.							

X	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUE	ACTIVITY	SKILLS ATTITUDE	AUDIO VISUAL AIDS	REF	REM
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	4 & 5	LIVING TOGETHER IN EAST	THE ROAD TO INDEPENDENCE IN EAST AFRICA	MORE EUROPEAN EXPLORERS	The learner, Identifies the discoveries made by Joseph Thompson Dr. Fitcher, Count Teleki and James Bruce	The reads and pronounces the following words correctly -Explorer -Dicovery -Masaimara - L. Elementaita	-Discoveries made by -Joseph Thompson Dr. Fitcher -Count Teleki -James Bruce	Whole class discussion -Brain storming -Story felling		Effective communication -Friendship -Respect -Appreciation -Trust.	Chart showing the routes taken by the explorers to East Africa	Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
				MAP SHOWING EURROPEAN	The learner, draws the map of East Africa	-Shading -Colouring -Routes	Drawing map of East Africa		Drawing the map of East Africa showing				

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	6			EXPLORERS IN EAST AFRICA	showing the routes used by explorers	-Symbols	showing routes used by Explorers	Whole class discussion -Brain storming -Story felling	routes used by Explorers	Effective communication -Friendship -Respect -Appreciation -Trust.		-Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	
	1 & 2			RESULTS OF EUROPEAN EXPLORERS IN EAST AFRICA	-the learner, gives the results of European Explorers in East Africa. Identifies the problems faced by the Europeans in East Africa. Answers topical questions about exploration in East Africa.	-thick forests -sleeping sickness -barrier Exposed	Results of European Explorers in East Africa. - Problems faced by the European Explorers in East Africa.	Whole class discussion -Brain storming -Story felling		Effective communication -Friendship -Respect -Appreciation -Trust.	Chalkboard illustration	-do-Compressive book 6 page 85-93 Atlas functional book 6 page 140-152	-do-

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3 & 4		THE ROAD TO INDEPENDENCE	EUROPAN MISSIONARIES IN EAST AFRICA	By the end of the lesson, pupil should be able to; -list some missionaries who came to East Africa. -List each one's contribution -State problems they faced. -Give their general contribution in East Africa	-Missionary -Mission stations -Martyrs -Christianity -Protestant	-Reasons for their coming -Examples of missionaries -Contributions of missionaries in East Africa. -Problems faced by the missionaries in East Africa.	Whole class discussion -Brain storming -Story felling	-Reading sharing pgs 114-117 Open discussion as children write short notes. Fill in notes	Using appropriate language Sharing experiences Equipping others with skills. Sharing odedience	Charts textbooks	Functional pg 153-158 Sharing pg 114-117, MK pg 117-122	

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

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							-Results for the scramble and partition. -The Berlin conference		notes				
3		-DO-	-DO-	Revision exercise on the establishment of colonial rule in East Africa		Revision exercise on the establishment of colonial rule in East Africa	Whole class discussion -Brain storming -Story felling		Reading MK BK6 PG…….. Open discussion on the subtopics read. Filling in notes	-do- Effective communication Non voilents conflict resolution Critical thin	-chalkboard illustration	-do-	-do-

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	4, 5 & 6	**LIVING TOGETHER IN EAST AFRICA**	**THE ROAD TO INDEPENDENCE**	COLONIAL ADMINISTRATION IN KENYA AND TANZANIA.	By the end of the lesson, pupils should be able to, -Identify the methods of administration in Kenya and Tanzania/ Tanganyika. -Point out some key colonial administrators in Kenya and Tanzania -Give reasons why white settlers dominated in Kenya. -Describe the set up and objectives of the LEGCO IN Kenya and Tanzania	Colonial Administrators Commissioners Governors settlers	British Commissioners and governors in Kenya. White settlers in Kenya The LEGCO in Kenya Colonial administration in Tanzania Colonial economic policies n East Africa	Guided discovery Small group discussion Story telling	Reading textbooks Open discussion Writing structures notes Drawing maps	Appreciation Analysis Critical thinking Comparing Tolerance Assertiveness Decision making	Textbooks Pictures Charts	Fountain 139-45 Functional Bk 6-169-174 Atlas 59,sharing-130, MK 6-133-134	
7	1 , 2 3			Reactions to colonial rule in East Africa	By the end of the lesson the pupils should be able to; -State ways people reacted towards colonial rule. -List collaborators and resistors -Their contribution	Collaboration Reaction Resistance Rebellions Demonstration Boycott Treaties Agreement Movements	-Methods or ways people reacted towards colonial rule. -Collaborations in Uganda, -Resistance in Uganda. -Collaborators and resistance in Kenya. -Collaboration and resistance in Tanganyika. (various rebellions, results of colonial rule in Uganda, Kenya and Tanganyika).	Whole class discussion Story telling Guided discovery Role play Demonstration	Activity the reaction of Africans e.g. those that resisted (Kabalega, Kasagama -Akidas and Jumbes in Tanganyika -Whole discussion -Structures notes	Acting Critical thinking Expression Effective communication	Textbooks Pictures Charts	MKBK 6-136-140 functional 184-188 Sharing 137-144 Fountain 153	

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	4, 5 & 6	LIVING TOGETHER IN EAST		Formation of political parties	By the end of the lesson, pupil should be able to: -Give reasons why political parties were formed in Uganda -Examples of parties and founders. -Describe the origin of the Namirembe conference and its contents -Explain how Uganda attained independence and the first Ugandan governments after independence	Elections Independence Namirembe Keith Hancock Resolutions Crisis Movements	- The political parties formed in Uganda - Founders of political parties. - Reasons for forming political parties - The namirembe agreement. - The first general elections of 1961-2 - Uganda attains independence . - Leadership in Uganda after independence .	-do-	Read the textbook compre Hensivebk 6 Whole class discussion with teacher. Talk show by pupil Brainstorming on how they would run the parties and how helpful they were. Structures notes	Dramatizing Endurance creativity	Textbooks charts	MK 6-140-146, FUNCTIONAL 6-198, Fountain -6-160-170 Sharing -6-145-153	

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8	1, 2 & 3		THE ROAD TO INDEPENDENCE	Formation of political parties in Kenya and Tanganyika	By the end of the lesson, pupil should be able to; -Identify the political parties and leaders that led Kenya and Tanganyika to independence. i.e -Give general and specific reasons why people demanded for independence. -Give the provisions of the Arusha declaration. -Give characteristics of an independent country	-do-	Formation of political parties in Tanganyika and Kenya. The contributions of key political leaders towards Tanganyika and Kenya's independence. Results of German rule in Tanganyika. The arusha declaration. Change of Kenya to a republic.	Whole class discussion Role play Guided discovery Resourceful person	Story telling by teacher. Reading of texts. Teachers explanation Open discussion Structured notes	Leadership Team work Nationalism	Textbooks Pictures Charts	-do-	

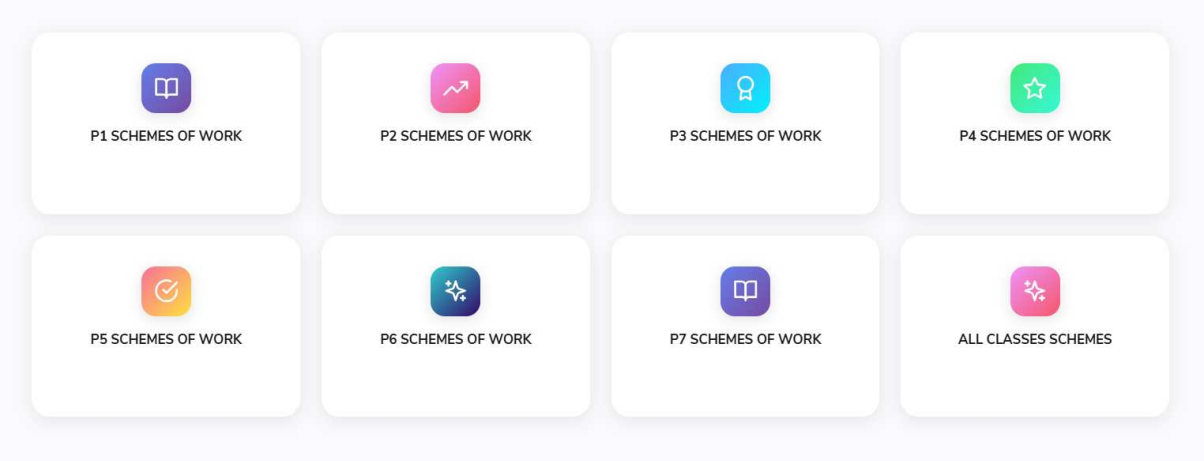
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	4, 5 & 6	LIVING TOGETHER IN EAST AFRICA	DEMOCRACY	How democracy is practiced. The role of the electoral commission.	By the end of the lesson, pupil should be able to; -Define democracy. -Give the meaning of other types of government. -Explain how democracy is exercised. -Give the importance of democracy -List the roles, persons, problems and solutions of the electoral commission.	Democracy Citizenship Electoral commission Ballot paper Ballot box Returning officer Presiding officer Descent naturalization Deportation Dictatorship Mornachical unitary	Meaning of democracy -Give other types of governments. Importance of democracy -Roles of electoral commission in democracy. -Problems of electoral commission. -Types of citizenship roles and duties of citizens, Rights of citizens	Whole class discussion Guided discovery Story telling.	Debate Dictatorship vs democracy Road textbooks Open discussion Structured notes	Debating respect of human rights Practice of democracy Expression Good morals Nationalism	Charts Textbooks Resources persons	MK bk5-136-137, Comprehensive -5-123-136 Functional BK 5-180, sharing BK 5-123-133	

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9	**1, 2 & 3**		**RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT**	Environmental degradation	By the end of the lesson learners should be able to; -Discus the uses of the environment -Outline the positive and negative environmental practices.	Environment Surroundings Conserve Conservation Degradation Reclamation Drainage Deforestation Afforestation Agro-forestry	-Meaning of environment -Components of environment -Uses of environment -Positive and negative environmental practices -Results of each practice.	Debate Whole class discussion Role play Guided discovery Field trips.	Debate (The give away of Mabira forest to sugar for plantation) Quiz-dangers of living in swampy areas. Structures notes	Good morals Peer resistance -Defending one's decision care for environment Love for environment.	Environmental handouts from wildlife. Pictures Charts -Our environment.	Handouts from Wildlife. Comprehensive -4-97-105	
	4, 5 & 6			Environmental conservation	By the end of the lesson, pupil should be able to; -Demonstrate proper use of environment -Demonstrate responsible living in the environment. -Identify the causes of climatic changes -Identify the consequences and solutions of irresponsible environmental behavior -Discuss the means of managing waste in the environment	-do-	-Proper use of environment. -Causes of climatic change -Consequences and solutions of irresponsible environmental behavior. -Methods of proper waste management	-do-	Brainstorming on how we irresponsibly deal with the environment, its consequences and coming out with solutions Structured notes.	-do-	Textbooks Pictures Charts Our environment	-do-	

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