SOCIAL STUDIES SCHEMEE OF WORK STANDARD

SOCIAL STUDIES SCHEMEE OF WORKSTANDARD

TERM 1

| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L | RESOURCES | T/L AIDS | REMARK |
|------|--------|--------------|----------------|-----------------|----------------|----------------|----------|--------|
| | | | | | ACTIVITIES | | | |
| 1 | 1 - 5 | | | Openir | g and Revision | ıs | | |
| 2 | 1 | Physical | African | The learner | Explain | Our lives | Map | |
| | | environment. | position shape | should be able | Discuss | today pg 2 – 4 | Wall map | |
| | | | and size. | to: | Answer and | Map | atlas | |
| | | | | | ask questions | Quick reading | | |
| | | | | Name and locate | Draw | | | |
| | | | | countries of | Study atlas | | | |
| | | | | Africa. | Take notes | | | |
| | | | | Describe | | | | |
| | | | | position shape | | | | |
| | | | | and size of | | | | |
| | | | | Africa. | | | | |
| | 2 | Physical | Latitudes and | Identify major | Explain | OLT book 7 | Pictures | |
| | | environment. | longitudes. | latitudes and | Discuss | pg 7 | Wall map | |
| | | | | longitudes in | Give and take | Quick reading | | |
| | | | | Africa. | notes | SST. | | |
| | | | | Indicate the | Draw | | | |
| | | | | positions of | | | | |

| | | | | latitudes and longitudes in Africa | | | | |
|---|---|-----------------------------------|---------------------------------------|---|--|---|----------------------------------|--|
| | 3 | Physical environment. | Rotation and revolution of the earth. | Describe the rotation and the revolution of the earth. | Explain and discuss Give and take notes. Draw | OLT book 7 pg 6 – 10 Quick reading SST | Globe Ball Orange torch | |
| | 4 | Physical environment. | Effects of rotation and revolution. | Identify the effects of revolution and rotation of the earth on time and seasons. | Explain and discuss Give and take notes Ask and answer questions | OLT book 7 pg 9 – 10 Quick reading | Globe torch | |
| | 5 | Physical environment. | Map reading | Read and interpret map | Explain and discuss Give and take notes Ask and answer questions | OLT book 7 pg 10 – 13 Quick reading | Maps in the book Wall maps | |
| 3 | 1 | Physical features of Africa | Distribution of physical features. | Identify and name physical features in Africa. | Explain and discuss List down Draw and label | OLT book 7 pg 10 – 11 Quick reading | Map in pupils book | |

| | 2 | Physical | Distribution of | Draw a map of | Ask and | OLT book 7 | Pictures in | |
|---|-------|-------------|-----------------|-------------------|---------------|-------------------|-------------|--|
| | | features of | physical | Africa and show | answer | pg 13 - 16 | pupils book | |
| | | Africa | features. | the distribution | questions | Quick reading | | |
| | | | | of physical | Discuss and | | | |
| | | | | features. | explain | | | |
| | 3 | Physical | Formation of | Describe the | Draw and | OLT book 7 | Pictures in | |
| | | features | block and | formation of | label | pg 14 – 16 | pupils book | |
| | | | volcanic | block and | Explain and | Quick reading | | |
| | | | mountains. | volcanic | discuss. | | | |
| | | | | mountain. | | | | |
| | 4 | Physical | Formation of | Describe the | Ask and | OLT book 7 | Pictures in | |
| | | features | folds and | formation of fold | answer | pg 16 - 18 | pupils book | |
| | | | residual | and residual | questions. | Quick reading | | |
| | | | mountains | mountains. | Draw and | SST | | |
| | | | | | label | | | |
| | | | | | Discuss and | | | |
| | 5 | Physical | Formation of | Describe the | Draw and | OLT pg 1k9 - | Map | |
| | | features | lakes. | formation of | label | 21 | Atlas | |
| | | | | various lakes in | Give and take | ~ | pictures | |
| | | | | Africa. | notes. | reading | | |
| 4 | 1 - 5 | | | Revision and end | | | | |
| 5 | 1 | Physical | Relief regions | Identify and | Discuss and | OLT pg 22 - | Wall map | |
| | | environment | of Africa | describe relief | describe | 24 | Atlas | |
| | | | | regions of Africa | Take and give | Quick | | |
| | | | | | notes | reading | | |
| | | | | | Explain | | | |

| 2 | Physical | Factors | Explain how | Explain and | OLT pg 24 – | Pictures |
|---|-------------|-----------------|--------------------|---------------|-------------|---------------|
| | environment | influencing | relief and wind | name | 26 | Мар |
| | (climate) | climate.(relief | affects the | Discuss | Quick | |
| | | and wind) | climate of a place | Give and take | reading | |
| | | | | notes | | |
| 3 | Climate | Ocean currents | Explain how | Explain and | OLT pg 27 – | Map of Africa |
| | (factors) | and distance | ocean current | discuss | 28 | |
| | | from the sea | and distance | Ask and | Quick | |
| | | | from the sea | answer | reading | |
| | | | affects the | questions | _ | |
| | | | climate of a place | Give and take | | |
| | | | | notes. | | |
| 4 | Climate | Latitude and | Explain how | Give and take | OLT pg 24 - | Map of Africa |
| | (factors) | nature of the | latitude and the | notes | 28 | |
| | | coastline | nature of the | Ask and | Quick | photos |
| | | | coastline affect | answer | reading | |
| | | | the climate of a | questions. | _ | |
| | | | place. | | | |
| 5 | Climatic | Equatorial and | Identify and | Explain and | OLT pg 29 - | Wall map |
| | regions of | savannah | describe the | draw | 30 | atlas |
| | Africa | climatic region | equatorial and | Discuss and | Quick | |
| | | _ | savannah | draw | reading | |
| | | | climatic regions | Ask and | _ | |
| | | | | answer | | |
| | | | | questions | | |
| | | | | Give and take | | |
| | | | | notes | | |

| 6 | 1 | Climatic | Mediterranean | Identify and | Explain and | OLT pg 30 - | Wall map |
|---|-------|-------------|------------------|-------------------|-----------------|-------------|--------------|
| | | regions of | and semi desert | explain the | draw | 31 | atlas |
| | | Africa | climatic regions | Mediterranean | Discuss and | Quick | |
| | | | | and semi arid | name | reading | |
| | | | | climatic regions | Ask and | | |
| | | | | | answer | | |
| | 2 | Climatic | Humid sub | Describe humid | Explain and | OLT pg 31 | Wall map |
| | | regions of | tropical warm | subtropical warm | name. | Quick | atlas |
| | | Africa | continental and | continental and | discuss and | reading | |
| | | | mountain | mountain | draw | | |
| | | | climate | climatic regions | Give and take | | |
| | | | | | notes | | |
| | 3 | physical | Seasons | Explain seasons | Explain, | OLT pg 32 - | globe |
| | | environment | | experienced in | discuss and | 33 | |
| | | | | Africa | draw | | |
| | | | | | Give and take | | |
| | | 1 | | | notes | | |
| | 4 | Physical | Influence of | Explain how | Ask and | OLT pg 33 - | Photography. |
| | | environment | climate on | climate | answer | 35 | |
| | | | human activities | influences | questions | Quick | |
| | | | | Human activities. | Give and take | reading | |
| | | | | | notes. | | |
| | 5 | Physical | Impact of | State the impact | Explain, | OLT pg 35 - | photography |
| | | environment | climate change | of climate change | draw and | 36 | |
| | | | to human | on human | discuss | Quick | |
| | | | activities | activities | | reading | |
| 7 | 1 - 5 | | | Revision an | d mid term test | ing | |

| 8 | 1 | Vegetation | Types of | Name different | Explain and | OLT pg 37 – 38 | Photographs | |
|---|-------|------------|-------------------|--------------------|-------------|----------------|--------------|--|
| | | | vegetation | types of | discuss | Quick reading | and pictures | |
| | | | | vegetation. | List and | | atlas | |
| | | | | | name | | | |
| | 2 | Vegetation | Characteristic of | Describe | Explain, | OLT pg 38 - 39 | Atlas | |
| | | | tropical and | characteristics of | draw and | Quick reading | Pictures | |
| | | | savannah | savannah and | discuss | | photographs | |
| | | | vegetation | tropical rain | | | | |
| | | | | forest | | | | |
| | | | | Types of | | | | |
| | | | | vegetation | | | | |
| | 3 | Vegetation | Characteristics | Describe the | Ask and | OLT pg 39 – 40 | Map | |
| | | | of | characteristics of | answer | Quick reading | Atlas | |
| | | | Mediterranean, | Mediterranean, | questions | | photography | |
| | | | temperate | temperate | Draw | | | |
| | | | grassland and | grassland and | | | | |
| | | | desert | desert vegetation | | | | |
| | | | vegetation. | | | | | |
| | 4 | Vegetation | MOUNTAIN | Explain how | Explain | OLT pg 44 – 46 | Atlas | |
| | | | OR alpine and | different factors | name and | Quick reading | Map | |
| | | | mangrove | influence | discuss | | | |
| | | | vegetation. | vegetation | Ask and | | | |
| | | | | | answer. | | | |
| 9 | 1 - 5 | People and | Major languages | Be able to: | State, | OLT pg 44 – 48 | Atlas | |
| | | population | and interactions | Name and | explain and | Quick reading | Map | |
| | | | of Africans. | classify major | discuss. | | Pictures | |
| | | | | languages in | Give and | | News paper | |
| | | | | Africa | take notes | | cuttings | |

| 10 | 1 - 3 | People of | Population | Draw and show the major language groups. State ways and benefits of interaction Population distribution Be able to: | Draw Ask and answer questions Explain, | OLT Pg 49 – 54 | Мар | |
|----|-------|---|--|---|---|---------------------------------|------------------------|--|
| | | Africa | distribution | State various factors that influence population distribution. Draw and show the densely populated areas. State and appreciate the problems associated with population growth. | observe Discuss Give and take notes. Draw | Quick reading | Atlas photographs | |
| | 4 – 5 | Social relations and cultural activities. | School administration and family | Be able to: State roles of the school administration | Explain and discuss Give and take notes | OLT pg 56 – 69 Quick reading | The school photographs | |

| | | | | Describe the | Ask and | | | |
|----|-------|---------------|------------------|---------------------|-------------|-----------------------|---------------|--|
| | | | | school | answer | | | |
| | | | | administration. | | | | |
| | | | | Appreciate the | | | | |
| | | | | contributions of | questions | | | |
| | | | | the society to the | _ | | | |
| | | | | school | | | | |
| | | | | administration | | | | |
| | | | | State rights and | | | | |
| | | | | responsibilities of | | | | |
| | | | | family members | | | | |
| 11 | 1 | Social | Marriage and its | Define institution | Define | OLT pg 60 - 61 | photographs | |
| | | relations and | importance. | of marriage | Explain and | Quick reading | | |
| | | economic | | State importance | discuss | | | |
| | | activities. | | of marriage. | | | | |
| | 2 – 5 | Resources | Cocoa in Ghana | State factors | Explain and | OLT pg 62 – 69 | Atlas | |
| | | and | Cloves in | influencing | discuss | Quick reading | Maps | |
| | | economic | Tanzania and | individual cash | Ask and | | Photographs | |
| | | activities | Pyrethrum in | crop growing | answer | | Real pictures | |
| | | | Kenya | Locate the areas | Give and | | | |
| | | | Pastoral farming | where individual | take notes. | | | |
| | | | | crops grow. | | | | |
| | | | | State conditions | | | | |
| | | | | for pastoral | | | | |
| | | | | farming and the | | | | |
| | | | | benefits | | | | |
| 12 | 1 | Resources | River projects | Problems | Draw | OLT pg 71 – 77 | Мар | |
| | | and | | experienced in | | Quick reading | | |

| 14 | | | | End Term 1 Ex | ams and Closir | ng | | |
|----|-------|-------------|---------------------|-------------------------------------|-------------------------|----------------|--------------------------|--|
| 13 | 1 - 5 | |] | Revision and Prepar | ations for End | Term Exams | | |
| | | | Zambia | List their uses | explain | | | |
| | | | Copper in Zambia | copper are mined List their uses | take notes. List and | | Coms wire | |
| | | | Nigeria | petroleum and | Give and | Quick reading | Paraffin Coins wire | |
| | 4 – 5 | Mining | Petroleum in | Describe how | Describe | OLT pg 81 – 84 | Plastic | |
| | 4 5 | Minin | Datualares : | forestry | Dogarile - | OLT 12 01 04 | Disatis | |
| | | | | problems of | | | | |
| | | | | Identify the | | | | |
| | | | | the economy. | | | | |
| | | | | contribution to | | | | |
| | | | the economy. | State forestry | take notes | | | |
| | | | contribution to | Kenya. | Give and | | | |
| | | | their | forestry in | discuss | Quick reading | | |
| | | | forestry and | distribution of | Explain and | 80 | r | |
| | 2 - 3 | Forestry | Problems of | Identify the | Draw | OLT pg 78 - | map | |
| | | | | | take notes | | | |
| | | activities. | | projects. | Give and | | | |
| | | activities. | | projects. | discuss | | | |
| | | economic | | starting river | Explain and | | | |

TERM 2

| WE | E LESSO | TOPIC | SUB | OBJECTIVES | T/L | T/L | ASSESMEN | REMA |
|----|---------|-------|-------|------------|----------|----------|----------|------|
| K | N | | TOPIC | | ACTIVITY | MATERIAL | T | RK |

| 1 | 1 - 5 | | REVI | SION AND MARKING OF T | HE HOMEWO | ORK | | |
|---|-------|------------|-----------|--------------------------------|-------------|-------------|-----------|--|
| 2 | 1 – 5 | Resources | Agricultu | By the end of the topic the | Stating | Our lives | Oral | |
| | | and | re | learner should be able to: | Locating | today | question | |
| | | economic | | State the conditions | Explaining | Quick | Written | |
| | | activities | | necessary for the growth of | Identifying | reading | exercise | |
| | | | | the selected cash crops in | | Mentor sst | | |
| | | | | Africa | | KCPE mirror | | |
| | | | | Locate areas where cash | | | | |
| | | | | crops are grown in Africa. | | | | |
| | | | | Explain the importance of | | | | |
| | | | | cash crops to the economy | | | | |
| | | | | of Africa | | | | |
| | | | | State the condition favoring | | | | |
| | | | | pastoral farming in Africa. | | | | |
| | | | | State the benefits of pastoral | | | | |
| | | | | farming in Africa. | | | | |
| | | | | State the problems facing | | | | |
| | | | | pastoral farming in Africa | | | | |
| | | | | today. | | | | |
| | | | | Identify the development in | | | | |
| | | | | pastoral areas in Kenya | | | | |
| | | | | today. | | | | |
| 3 | 1 – 5 | Resources | Multi | The learner should be able | Identifying | Our lives | Oral | |
| | | Economic | purpose | to: | Stating | today | questions | |
| | | activities | river | Identify the purpose of | Locating | Quick | Written | |
| | | | projects | multi purpose river projects. | Appreciatin | reading | exercise. | |
| | | | | | g | Mentor sst | | |

| | | | | State the reasons for establishment of multi purpose river projects. State the benefits of multi purpose river projects. | | Kcpe Mirror sst | | |
|---|-------|------------------------------------|--------------------|---|-------------------------------------|---|------------------------------------|--|
| | | | | Appreciate the contribution of multi purpose river projects to the economy of African countries. | | | | |
| 4 | 1 – 5 | | | Revision and end o | of January exa | ms | | |
| 5 | 1 - 5 | Resources and economic activities. | Forrest and mining | Should be able to: Locate major forests in Africa. State the importance of forests to the economy of DRC and Swaziland Identify problems facing forests in DRC and Swaziland Describe how minerals are extracted. List the uses of minerals State the contribution of minerals to the economies of African countries. | Locate State Identifying describing | OLT sst Quick reading. Mentor sst KCPE mirror | Written tests Oral questions | |

Mentor SST

| | | | | State the problems associated with mining | | | | |
|---|-------|-----------------------------------|--|---|--|---|-----------------------------------|--|
| 6 | 1 - 5 | Resources and economic activities | Industrial developm ent and fishing | The learner should be able to: Identify factors favoring industrial dev in Kenya and South Africa State the contributions of industries to the economies of Kenya and SA State the problems experienced in Kenya and SA | Stating Identifying Describing Asking and answering questions Locating | OLT Quick reading Mentor sst KCPE mirrors | Written test Oral questions | |
| | | | | Due to industrial dev | | | | |
| | | | | Identify main inland | | | | |
| | | | | fisheries in Africa. Regional trade in Africa Fishing in Africa | | | | |
| 7 | 1 - 5 | | | Revision and ha | lf term exams | • | | |
| 8 | 1 - 5 | Resources and economic | Transport and communi | The learner should be able to: Describe the major transport | Describe Explain State | OLT Quick reading | WRITTEN TEST ORAL | |
| | | activity | cation | networks in Kenya | Identify | KCPE mirror | QUESTION | |

Explain the advantages and disadvantages of different

forms of transport.

List

Locating

ion

Tourism

Urbanizat

| | | State the current | | |
|--|--|-----------------------------|--|--|
| | | development to the | | |
| | | communication systems in | | |
| | | Kenya. | | |
| | | Identify the main tourist | | |
| | | attraction in Africa | | |
| | | List the main tourists | | |
| | | destinations in Africa. | | |
| | | State the contribution of | | |
| | | tourism to the economy of | | |
| | | African countries. | | |
| | | State the challenges facing | | |
| | | tourism in Africa today | | |

| 9 | 1 - 5 | Political | Traditiona | Describe the political, social | Describing | OLT | Written test | |
|---|-------|------------|-------------|--------------------------------|-------------|-------------|--------------|--|
| | | developme | 1 forms of | and economic organizations | Stating | Quick | Oral | |
| | | nt systems | governme | of the Khoisan. | Appreciatin | reading | questions | |
| | | - | nt. | Describe the political, social | g | KCPE mirror | | |
| | | | Scramble | and economic org of the | Asking and | Mentor sst | | |
| | | | and | kingdom of Ghana. | answering | | | |
| | | | petition of | State the reason for the | oral | | | |
| | | | Africa | scramble of colonies in | questions | | | |
| | | | | Africa. | | | | |
| | | | | Describe the partition of | | | | |
| | | | | Africa | | | | |

| | | | | Describe the African | | | | |
|----|-------|-----------|-----------|-------------------------------|------------|-------------|--------------|--|
| | | | | response to the partition of | | | | |
| | | | | Africa. | | | | |
| | | | | Appreciate the response of | | | | |
| | | | | Africans to the partition of | | | | |
| | | | | Africa | | | | |
| 10 | 1 - 5 | Political | Colonial | The learner should be able | Identify | OLT | Written test | |
| | | developme | administr | to: | Stating | Quick | Oral | |
| | | nt and | ations in | Identify some systems of | Describing | reading | questions | |
| | | systems. | Africa | colonial administration in | Appreciate | Mentor sst | | |
| | | | Struggle | Africa. | | KCPE mirror | | |
| | | | for | Describe colonial systems of | | | | |
| | | | independ | Administration in Africa. | | | | |
| | | | ence. | State the effects of colonial | | | | |
| | | | Contribut | rukle in Africa. | | | | |
| | | | ion of | Describe the struggle of | | | | |
| | | | prominen | Africa in Ghana and | | | | |
| | | | t African | Zimbabwe. | | | | |
| | | | leaders | Appreciate the efforts made | | | | |
| | | | | in the struggle for | | | | |
| | | | | independence. | | | | |

| 11 | 1 - 5 | Political | Present | The learner should be able | Describing | OLT | Written test |
|----|-------|-----------|---------|----------------------------|------------|---------|--------------|
| | | developme | systems | to: | Stating | Quick | Oral |
| | | | of | | Listing | reading | questions |

| | | nt and | governme | Describe the present | Outlining | Mentor sst | | |
|-------|--|---------|----------|-----------------------------|------------|-------------|--|--|
| | | systems | nt in | systems of government in | | KCPE mirror | | |
| | | | Kenya | Swaziland | | | | |
| | | | and | State the similarities and | | | | |
| | | | Swazilan | differences in the present | | | | |
| | | | d | systems of government in | | | | |
| | | | OAU | Kenya and Swaziland. | | | | |
| | | | African | Describe the formation of | | | | |
| | | | Union | OAU and AU | | | | |
| | | | | List the members of OAU | | | | |
| | | | | State the functions of OAU | | | | |
| | | | | Outline the achievements of | | | | |
| | | | | OAU | | | | |
| | | | | Outline the problems that | | | | |
| | | | | faced OAU | | | | |
| 12-13 | Revision and Preparations for End Term Exams | | | | | | | |
| 14 | | | | End Term 11 Exams an | nd Closing | | | |

TERM 3

| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L | T/L AIDS | REFERENCE | REMARK |
|------|--------|------------|---------------|----------------|-------------------|----------|--------------|--------|
| | | | | | ACTIVITIES | | | |
| 1 | 1 - 5 | | | Open | ing and Revisions | | | |
| 2 | 1 - 5 | Political | Colonial | The learner | Review the | Map of | Our lives | |
| | | developmen | administratio | should be able | previous | Africa | today pg 157 | |
| | | _ | n in Africa. | to: | lessons. | Atlas | - 176 | |

| | | t and | The struggle | Identify systems | Ask and answer | Flow charts | Teacher's | |
|---|-------|------------|--------------|------------------|---------------------|---------------|---|--|
| | | systems | for | of colonial | oral questions. | Pictures | guide pg 1 & | |
| | | | independence | administration. | Discuss the | | $\begin{bmatrix} 0 & 10 \\ 2 & \end{bmatrix}$ | |
| | | | in Africa. | Describe the | different | | Quick | |
| | | | | colonial systems | systems of | | reading pg | |
| | | | | of | colonial | | 139 - 149 | |
| | | | | administration | administration. | | | |
| | | | | in Africa. | Guide learners | | | |
| | | | | State effects of | to state effects of | | | |
| | | | | colonial rule in | colonial rule. | | | |
| | | | | Africa. | Describe | | | |
| | | | | Describe the | struggle for | | | |
| | | | | struggle for | independence in | | | |
| | | | | independence in | Ghana and | | | |
| | | | | Africa and | Zimbabwe. | | | |
| | | | | Zimbabwe. | | | | |
| | | | | Appreciate the | | | | |
| | | | | efforts made in | | | | |
| | | | | the struggle for | | | | |
| | | | | independence. | | | | |
| 3 | 1 – 5 | Political | Contribution | Should be able | Review the | Pictures from | Our lives | |
| | | developmen | of prominent | to: | previous lesson. | pupils book | today pg 170 | |
| | | t and | leaders | Describe the | View pictures of | Resource | - 181 | |
| | | systems | Present | contribution of | prominent | person | Teacher's | |
| | | | systems of | African | leaders. | | guide pg 113 | |
| | | | government | prominent | Name | | - 120 | |
| | | | in Kenya and | leaders in the | prominent | | | |
| | | | Swaziland | | leaders and the. | | | |

| | | | Organization of African | struggle for independence. Describe the present system of government in Swaziland. | countries they came from | | | |
|---|-----|-------------|---|---|--|-----------------------------|--|--|
| | | | union African unity | | | | | |
| 4 | 1-5 | Citizenship | Commonly abused drugs, effects and ways to curb drug and substance abuse. | Should be able to: Name the commonly abused drugs. State effects of drugs and substance abuse to the society. State possible ways to curbing drugs and substance abuse. | Review the previous lesson Ask and answer questions. Observe pictures. Discuss commonly abused drugs. Discuss the effects of drugs and substance abuse. State possible ways of | Pictures News paper cutting | Our lives today pg 184 - 186 Teacher's guide pg 121 - 125 Quick reading pg 164 - 166 | |

| 5 | 1 - 5 | Incision of people with special needs in the society. Collective responsibility | Should be able to: State ways to ensure inclusion of persons with special needs in the society. Demonstrate ways in which Christians can demonstrate collective responsibilities | curbing drugs and substance abuse. Review the previous lesson. Observe pictures/ photos/real items. Discuss various needs of persons | Pictures/ photos Local environment Resource person | Our lives today pg 187 - 190 Teacher's guide pg 123 - 125 Quick reading pg | |
|---|-------|---|--|---|--|--|--|
| | | | for the benefits of the society. Develop the attitude towards people with special needs | With special needs. Suggest how persons with special needs can be attended to in various aspects in the community today | | 166 - 167 | |

| | | | | | Ask and | | |
|---|-------|--------------|---------------|------------------|------------------|-------------|-------------------|
| | | | | | answer | | |
| | | | | | questions | | |
| 6 | 1 - 5 | Democracy | Benefits of | Able to: | Review the | Pictures in | Our lives |
| | | and human | democracy | State the | previous | pupils book | today pg 192 |
| | | rights | and abuse of | benefits of | lesson. | pupiis book | - 196 |
| | | ligitis | human rights. | democracy. | Observe | | Teachers |
| | | | State the | <i>y</i> | | | |
| | | | | Identify ways in | pictures. | | guide pg 126 |
| | | | importance of | which human | Ask oral | | - 130 Occident |
| | | | respecting | rights are | questions. | | Quick |
| | | | human rights. | abused. | Discuss | | reading pg |
| | | | Appreciate | State the | benefits of | | 168 - 169 |
| | | | the needs to | importance of | democracy | | |
| | | | respect | respecting | Discuss ways | | |
| | | | human rights. | human right. | in which | | |
| | | | | Appreciate the | human rights | | |
| | | | | needs to respect | are abused. | | |
| | | | | human rights | State the | | |
| | | | | | importance of | | |
| | | | | | human rights. | | |
| 7 | 1 – 5 | Law peace | Causes of | Should be able | Review the | Resource | Our lives |
| | | and conflict | conflict 9in | to: | previous lesson. | persons. | today pg 198 |
| | | resolution. | the society | State causes of | Define conflicts | Pictures in | - 202 |
| | | | Ways of | conflict in the | and conflict | the pupils | Teacher's |
| | | | resolving | society. | resolution. | book | guide pg 130 |
| | | | conflicts. | State ways of | Identify causes | | - 132 |
| | | | | resolving | of conflict | | |
| | | | | conflicts. | | | |

| | | | | Demonstrate ability and willingness to resolve disputes in and out of the school. | Demonstrate on ways in which conflict arise. Discuss ways of resolving conflicts in the society. Dramatize scene in court Writing notes | | Quick reading pg 170 - 172 | |
|---|-----|-------------------------|--|--|---|---|---|--|
| 8 | 1-5 | The government of Kenya | Meaning of constitution. The Kenyan constitution. Importance of Kenyan constitution. Parliamentary electoral process in Kenya. | Able to; Define the term constitution. State elements of Kenyan constitution. Discuss the importance of the Kenyan constitution. Explain the parliamentary electoral process in Kenya. | Review the previous lesson. Define the term constitution. State elements of Kenyan court Discuss the importance of Kenyan constitution. Talk from | Resource person pictures. Constitution | Our lives today pg 203 – 210 Teachers guide pg 133 – 136 Quick reading pg 172 - 176 | |
| | | | | ŭ | Resource person. Discuss the electoral process. Write notes. | | | |