



P.6 SST SCHEMES OF WORK

WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							

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1	1	Living Together In East Africa	The East African Community	Historical background of EAC	<ul style="list-style-type: none"> ✓ The learners write E.AC in full. ✓ Tells the historical background of EAC. ✓ Mentions the departments that were run by EAHC. ✓ 	The learners read, spell and write short notes using the related words in sentences like commission, headquarters economic	<ul style="list-style-type: none"> ✓ Historical background of E.A.C. ✓ There was a joint economic council during the second world war for E.A. ✓ Departments and services that were run by the EAHC. ✓ EART ✓ EAPT ✓ HE ✓ RI 	Discussion explanation Question and answers	Answering both oral and written qtn. Write notes	Effective communication Critical thinking Appreciation Love	SST text book Chalk board illustration	Sipro Learners Bk 6 Pg 4 And MK SST Bk 6 Pg 163	
	2			the location of the former E.A countries	<p>The learners</p> <ul style="list-style-type: none"> ✓ Tells the continent in which E.A is located. ✓ Defines the term continent. ✓ States the countries that make up E.A. 	the learner reads, spells and write sentences using the related words e.g, continent, physical features, border.	<p>The location of the former E.A countries .</p> <p>E.A is found in the continent of Africa.</p> <p>Continents that make up the world are Asia, Africa, North America, South America.</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Appreciation • Love 	<ul style="list-style-type: none"> • SST text book • Wall map • Chalkboard illustration 	Sipro learners Bk 6 pg 5 and MK SST bk 6 pg 163	

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	3			<ul style="list-style-type: none"> • Founder members of the E.A community. 	<p>The learners States the countries that make E.A C</p> <p>Mention the problems Uganda faces because of its location.</p>	<p>The learner spells, reads and writes words and uses them in forming sentences.</p>	<p><u>Founder members states of EAC</u></p> <p>These countries include; Uganda, Kenya & T.Z.</p> <p>Problems Uganda faces because of her location.</p> <p>How does Kenya benefit from her sea port?</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer illustration 	<p>Answering both oral and written questions. write notes</p>	<ul style="list-style-type: none"> • Effective communication • Clear pronunciation • Respect • Trust • Appreciation and friendship formation • SST text books • Well map of E.African countries 		Sipro learners Bk 6 pg 7	

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	5			lines of longitudes	<p>The learner</p> <ul style="list-style-type: none"> ✓ Explains the term longitude ✓ Gives the meaning of lines of longitude ✓ Given another name for the lines of longitude. 	<p>The learner pronounces, reads, spells and correctly uses the words used in the lesson.</p>	<p><u>Lines of longitude</u></p> <p>These are imaginary lines drawn on the map running from North to south</p> <p>Importance of lines of longitude</p>	<p>Explanation</p> <p>Discussion</p> <p>Questions and answer</p> <p>Illustration</p>	<p>Answering both oral and written qns.</p> <p>Write notes</p>	<p>Effective communication</p> <p>Respect</p> <p>Appreciation</p>	<p>Sipro learners Bk 6 pg 11</p>		3

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21				Local time	<ul style="list-style-type: none"> ✓ The learner explains the term local time. ✓ Defines the term zone. 	<p>The learner explains the local time</p> <p>Defines the term time zone.</p>	<p><u>Local time</u></p> <p>local time is determined by the lines of longitude of the region.</p> <p>Local time has a uniform midday.</p> <p>time zone refers to region with uniform time.</p>	<p>Discussion</p> <p>Explanation</p> <p>Question and answer</p> <p>Illustration</p>	<p>Answering both oral and written questions</p> <p>Write notes.</p>	<p>Effective communication</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Love</p> <p>Respect</p>	<p>SST text books</p> <p>Illustrations on either charts wall maps</p>	M/K SST book 6 and Sipro learners Bk 6 pg 12	

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2				The Universe	The learner <ul style="list-style-type: none"> ✓ Explains the term universe ✓ Gives examples of planets ✓ States the effects & rotation of the earthy on its axis 	the learner <ul style="list-style-type: none"> ✓ The learner pronounces, reads, spells, writes and uses the words correctly ✓ Informing sentences e.g, universe, plates, cosmology 	<u>Universe</u> <ul style="list-style-type: none"> • This is the whole space and everything in it. • Things that make up the universe, earth, planets, stars 	<ul style="list-style-type: none"> • Explanation, Discussion • Question & answer • Illustration • Observation 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication. • Critical thinking • Appreciation • Love • respect 	SST Text bk The globe6+3	Sipro learners Bk 6 Pg 14	
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3				Formation of East African Community (EAC)	<p>The learner</p> <ul style="list-style-type: none"> ✓ Explains the term universe. ✓ The formation of E.A.C. ✓ Mentions the countries that formed E.A.C. ✓ States the founder members of E.A.C. 	<p>the learner</p> <ul style="list-style-type: none"> ✓ The learner pronounces, reads, spells, writes and uses the words correctly ✓ Informing sentences 	<p><u>Formation of E.A.C</u></p> <ul style="list-style-type: none"> • E.A.C replaced E.A Common Services Organisation • Founder member of E.A.C. • 	<p>Explanation, Discussion Question & answer Illustration</p>	<p>Answering both oral and written questions Writes notes</p>	<ul style="list-style-type: none"> • Effective communication. • Critical thinking • Appreciation • Love • respect 	SST Text bk	Chalk board illustration	Sipro learners Bk 6 Pg 16
4				Services provided by the EAC	<ul style="list-style-type: none"> ✓ The learner states the services provided by EAC. ✓ Writes the services given in full sentences ✓ States the headquarters 	<p>The learner pronounces, spells, reads and writes words related to the structure.</p>	<p>Services provided</p> <p>EADB – K’la EAPT – K’la EARH - Nairobi</p>	<p>Discussion Explanation Questions and answers</p>	<p>Answering both oral and written questions Write notes</p>	<p>effective communication critical thinking appreciation</p>	<ul style="list-style-type: none"> • SST text bk • Illustration 		Sipro learners Bk 7 and MKK 6 SST pg 164

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3	1			Services provided by the EAC	<p>The learner</p> <ul style="list-style-type: none"> ✓ States the reasons for revival of EAC ✓ Metion the membersf who were involved in the revival of EAC. 	the learner spells, pronounces, reads and writes well and uses the related words to form correct sentences.	<p><u>The revival of the EAC</u></p> <ul style="list-style-type: none"> • The EAC was revived in 1993 • The member states of the revived EAC included: Uganda, Kenya, Tanzania. • The presidents who revived the EAC ar: YKM - UG Benjamin M. – TZ D. Arapmoi - Kenya 	<ul style="list-style-type: none"> • Group work discussion • Explanation • Questions & answer 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes 	<ul style="list-style-type: none"> • Effective communication. • Critical thinking • Appreciation • Love • Respect 	SST Text bk Chalk board illustration	MK Bk 7 pg 165 and Sipro pg 19 - 20	
						The objectives of reviving EAC/ Why EAC was revived	<ul style="list-style-type: none"> ✓ The learner states the objectives of reviving EAC ✓ Outlines the achievements of the EAC 	The learner pronounces, spells, reads and writes sentences using related words	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • To revive free movement of people, goods and services. • To create a common tax to fight against smuggling • To promote peace and security • Main achievements of EAC • Benefits of EAC to members states 	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes 	<ul style="list-style-type: none"> • effective communication • critical thinking • appreciation 	<ul style="list-style-type: none"> • SST text bk • Chalk board Illustration

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	3			The location of countries that form EAC by 2000	The learner mentions the former member states of EAC and current member states of EAC. Draws the maps showing the current states of EAC	The learner spells, reads, writes and uses the words correctly informing correct sentences.	<u>Location of countries that form EAC by 2000</u> Uganda, Kenya, Tanzania, Rwanda and Burundi. - Map Problems facing common markets like EAC. Reasons why Rwanda and Burundi joined EAC	<ul style="list-style-type: none"> • Group discussion • Explanation • Questions and answers • Representation 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Giving accurate information cooperation • Honesty 	<ul style="list-style-type: none"> • SST Text Bk • The wall map of E.A • SST Atlas 	Sipro Bk 6 Pg 24 SST Bk 6 Pg 165	
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4		The People of E. Africa	<p>The learner Explains the term history, pre-historical period.</p> <p>Mentions the source of history.</p> <p>Outlines the advantages and disadvantages of oral tradition</p>	<p>The learner spells, reads, pronounces and writes the words correctly and be able to use the words related to form sentences.</p>	<p><u>The sources of studying history</u></p> <p>History Pre-historical period</p> <p>Sources of history</p> <p>Oral tradition</p> <p>Written history</p> <p>Advantages of oral tradition.</p> <p>Disadvantages of oral tradition</p>	<ul style="list-style-type: none"> • Explanation • Questions and answer • Discussion • Observation and discovery 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Giving accurate information • Honesty 	SST	
5		Archaeology	<p>The learner explains the term archaeology, archaeologist, excavation, carbon dating, stratification</p> <p>mentions the information archaeologists are interested in.</p>	<p>The learner spells pronounces reads and writes the words related informing correct sentences.</p>	<p><u>Archaeology</u></p> <p>This is the study of the remains of early men.</p> <p>They are also called fossils. How places of fossils were identified.</p> <p>Types of remains</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Questions and answers 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Giving accurate information 	SST text book SST Atlas for Uganda	M/k SST bk Pg 64 and Sipro Bk 6 Pg 27

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4	1			Archaeologists	The learner explains the term archaeologist Gives examples of archaeologists in EA. Mentions the examples of museums in E. Africa.	The learner spells, reads, writes and pronounces words correctly and uses them to form sentences	<u>Archaeologists</u> This person who studies the remains of early man. Examples of archeologists in E.A. Examples of museums in E. A. Advantages of archaeology	Discussion Explanation Questions and answers discovery	Answering both oral and written questions Write notes	Effective communication Critical thinking Appreciation love	SST text book Chalk board illustration	MK SST bk 6 Pg 65	

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2			Archaeological sites/stone age sites/historical sites	<p>The learner gives the examples of archaeological sites. Mentions the importance of archaeological sites</p> <p>Draws the map of E.A</p>	<p>The learners spells, reads, writes and pronounces words correctly and uses them to form sentences.</p>	<p><u>Early settlement sites</u></p> <p>Earliest settlement sites in E.A Uganda, Luzira, sango bay, Paran, Kenya , Geti, Mnarani, shimon</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Question answering • discovery 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Appreciation • Love 	MK SST bk 6 Pg 67		
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4	3			Evolution of man	The learner explains the term evaluation Homehabilis mentions the tools which were used during the early man sites	The learner spells, reads, writes and pronounces the words related like homobillis , ancestors, erectus, homosplen.	evaluation of man evaluation refers to step change of plants and animals from simple to a more advanced form. Evaluation of man. This refers to the way man has changed from simple to a more advanced form	<ul style="list-style-type: none"> • Group discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Giving accurate information • Appreciation • love 	SST text bk Chalk board illustration	Mk bk 6 Pg 67 and Sipro learners Bk 6 31 - 32	
				4	4			Stages of development of early man	The learner states the stages of development of early man. States the characteristics of earlyman in early stone age period.	The learner spells, reads writes and pronounce the words related in constructing the sentences.	Stages of development of earlyman Stone age period Importance of stone age period. The three stone age periods Characteristics of early man in early stone age period.	<ul style="list-style-type: none"> • Group discussion • Questions and answer • Explanation 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes

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	5			Middle stone age period	The learner states the characteristics of early man in the middle stone age	The learners spells, reads and writes words related in forming correct sentences eg, metholithic	Middle stone age period Characteristics of early man in middle stone age period.	<ul style="list-style-type: none"> • Discussion • Question and answer • Explanation • illustration 	<ul style="list-style-type: none"> • answering both oral and written questions • writes notes 	<ul style="list-style-type: none"> • effective communication • critical thinking • appreciation • love 	SST text book SST Atlas Chalk board illustration	MK SST Bk 6 Pg 70 and Sipro learners Bk 6 Pg 35	
	4			Characteristics of ethnic group	The learner states the characteristics of the ethnic group. Mentions the general causes for the immigration of ethnic group. Outlines the problem faced by the ethnic groups during their migration.	the learner spells, reads, writes pronounces the words and uses them correctly in sentences e.g, ethnic, migration, patterns, etc.	<u>Characteristics of ethnic groups.</u> They speak almost the same language. They have the same origin. General causes for the migration of ethnic groups. Problems of ethnic groups. Problems faced by the ethnic groups during	<ul style="list-style-type: none"> • Discussion • Explanation • Questions and answers 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Frienel formation • Critical thin king • Appreciation , effective communication • Confidence and love 	SST text book Chalk board illustration	Sipro Bk Pg 40 and Mk SST Bk 6 Pg 14.	

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6	1			Highland Nilotes	The learner states the examples of highland nilotes. Mentions the reasons why the highland nilotes migrated.	The learner spells, reads, writes and pronounces the words like, nilotes, highland.	Highland Nilotes Highland Nilotes originated from Ethiopia. Reasons for the migration of Nilotes. Effects of highland nilotes in E.Africa	Discussion Explanation Questions and answers	Answering both oral and written questions Writes notes	Effective communication Critical thinking Logical thinking	SST text book chalkboard illustration	Sipro pg 47-48 and pg 78	
	2			The Cushites	The learner explains who the cushites are : Mentions the examples of Cushites in E.A. Gives the reasons for the migration of Cushites to E.A.	The learner spells, writes and reads, the related words and uses them in sentences correctly.	<u>The Cushites</u> Cushites are also called hamates. They are believed to have migrated from the horn of Africa in the states of Ethiopia. Reasons for the migration of Cushites to E.A.	Discussion Explanation Questions and answer	Answering both oral and written questions Writes notes	Effective communication Critical thinking Love appreciation	SST text bk Chalk board illustration	Sipro book Pg 49 and Mk Bk 6 pge 79	

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	2			The Cushites	<p>The learner explains who the Cushites are:</p> <p>Mentions the examples of Cushites in E.Africa.</p> <p>Gives the reasons for migration of Cushites to E.A</p>	<p>The learner spells, writes, and reads the related words and uses them in sentences correctly.</p>	<p><u>The Cushites</u> Cushites are also called Hamarites .</p> <p>They are believed to have migrated from the horn of Africa in the states of Ethiopia.</p> <p>Reasons for the migration of Cushites to E.A.</p>	<ul style="list-style-type: none"> • Discussing • Explanation • Questions and answers 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Love and appreciation 	<p>SST text book</p> <p>Chalk board illustration</p>	<p>Sipro Bk 6 Pg 49 and MKK Bk 6 Pg 79</p>	

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	3				The Sudanic people	The learner tells the location of Sudanic people. Mentions the districts where we find Sudanic people in Uganda.	The learner reads, spells, writes and pronounces words and use them correctly to form correct sentences.	<u>The Sudanic people:</u> They originated from Juba in Southern Sudan They are cultivators, cattle keepers and fisher men. Political organization among the Lugbara.	<ul style="list-style-type: none"> • Discussion • Explanation, question and answer • Story telling 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Love and appreciation 	SST text book Chalk board illustration	Sipro Bk 6 Pg 50-51	
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	4				Present Migration Patterns	The learner defines the terms like: - Migration Rural-urban migration Urban-urban migration	The learner reads, spells, writes and pronounces words related eg. migration. Urban-Immigrant, Emigrant	<u>Migration</u> Types of migration - Rural –urban - Rural-rural - Urban-urban - Immigration - Emigration	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer • Demonstration and Discovery 	<ul style="list-style-type: none"> • Answering both oral and written questions • Write notes 	<ul style="list-style-type: none"> • Effective communication • Appreciation • Love and Critical thinking 	SST text bk Chalkboard illustration	Sipro learners BK6 Pg 52	

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	5			Political organization of ethnic groups	The learner explains the political organization of ethnic group. Mentions the characteristics of kingdoms, advantages and disadvantages of kingdoms	The learner reads, spells, writes and pronounces words like: kingdom, empire, clan and Chiefdoms	Political organization of ethnic groups. Kingdoms Characteristics of kingdom Advantages and disadvantages of kingdoms	<ul style="list-style-type: none"> • Discussion • Field trip, explanation, story telling • Questions and answers 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Appreciation • love 	resource person Text book	MK SST bk 6 pg 5 and MK SST bk 6 pg 84	
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7 ¹			<p>The learner tells brief history of Bunyoro Kitara-Empire.</p> <p>Mentions the ruler of Bunyoro.</p> <p>Outlines the importance of the cultural</p>	<p>The learner reads, spells, write and pronounces words related to construct sentences.</p>	<p>The Bunyoro Kitara Empire</p> <p>An empire is a larger area of land controlled by one ruler.</p> <p>How lion working strengthened the chwezi empire</p>	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Appreciation and love 	<ul style="list-style-type: none"> • Text book • Chalk board illustration • Historical; map showing Bynyoro-Kitara kingdom 	<p>MK SST teachers guide Pg 98 -99 and sipro learners pg 57</p>	
2			<p>The learner gives the meaning of Nyamwezi.</p> <p>Explains the rise of Mirambo.</p> <p>Discusses the downfall of Mirambo's empire and rise of Nyungu yam awe.</p>	<p>The learner reads, spells and writes correct sentences using the following related words like Nyamwezi Wanyaawezi</p>	<p><u>The Nyamwezi Empire</u> Nyamwezi is also referred to as Wanyamwezi.</p> <p>The rise of Mirambo</p> <p>Reasons why Mirambo got involved in trade with Arabs.</p>	<ul style="list-style-type: none"> • Discussion • Explanation , Discovery • Brain storming • Question and answer 	<ul style="list-style-type: none"> • Answering both oral and written question • Writes roles 	<ul style="list-style-type: none"> • Effective communication • Appreciation • Critical thinking • love 	<p>SST text book 6 SST Atlas Picture and photograph of Mirambo</p>	<p>MK SST teaches guide Pg 102 – 103.</p>

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8	1			Chiefdoms in East Africa	The learner gives the meaning of Chiefdoms. States the characteristics of chiefdoms. Discusses reasons why some tribes formed kingdoms and others did not form kingdoms	The learner pronounces. Reads, spells and writes sentences using related words in the lesson like chiefdom, settled, organized, warriors, chiefs, elders	A chiefdom Characteristics Reasons why same tribes did not form kingdoms Duties of the Olaiguanani	• Discussion • Questions and answers • Explanation • Discovery	• Answering both oral and written questions • Writes notes	• Effective communication • Critical thinking • Appreciation • Love	SST pupils book 6 SST Atlas	SST MK bk 6 Pg 118-119	
	2			Social organization of ethnic groups	The learner gives the meaning of social organization. Discusses social organization among the ethnic groups. States the importance of social organization.	The learner reads, spells and writes sentences using related words in the lesson like social socially socialize	<u>Social Organization</u> Social organization refers to how societies organized themselves with the help of rules and regulations traditionally.	• Discussion • Questions and answer • Role play • Discussion	• Answering both oral and written questions • Writes notes	• Effective communication • Critical thinking • Appreciation • love	SST pupils Bk 6 Local news paper articles and pictures	SST MK Book a6 pg 1271 - 124	

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	3			Culture	<p>The learner gives the meaning of culture and customs.</p> <p>Discusses the examples of culture.</p> <p>States the importance of culture.</p>	<p>The learner gives the meaning of culture and customs.</p> <p>Discusses the examples of culture</p> <p>States the importance of culture.</p>	<p>Culture refers to the ways of life and beliefs or a given society.</p> <p>Beliefs refer to strong feeling that some things are true or exit</p> <p>Examples of culture, food, weapons, tattooing</p>	<p>Discussion</p> <p>Explanation</p> <p>Question and answers</p> <p>Role play and Discovery</p>	<p>Effective communication</p> <p>Critical thinking</p> <p>Appreciation and Love</p>	<p>SST pupils bk 5 and 6</p> <p>Charts showing some customs and norms</p>	<p>MK SST Bk 6 teachers Pg guide 125</p>		

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	4			Economic organization of ethnic groups	<p>The learner defines economic organization.</p> <p>Gives the examples of economic activities by ethnic groups.</p>	<p>The learners reads, spells, writes and forms sentences using the following terms, economic trade, barter trade, money.</p>	<p>Economic organization of ethnic groups</p> <p>Economy refers to the relationship btn production trade and money supply in a particular society.</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Questions and answer • Role play and Discovery 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Appreciation and love 	<p>SST text book 5 and 6</p> <p>Local crafts (bark cloth)</p> <p>Food crops</p>	<p>MK SST Bk and Sipro learners Bk 6 pg 70</p>	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	5			Long distance trade	<p>The learner give the meaning of long distance trade.</p> <p>Discusses the participants in long distance trade.</p>	<p>The learner reads, spells and writes related words like, interior, coast, ivory slave, Rhinoceros</p>		<ul style="list-style-type: none"> • discussion • questions and answers • discovery and explanation 	<ul style="list-style-type: none"> • Answering both oral and written questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • critical thinking • appreciation and love 	<ul style="list-style-type: none"> • SST bk 6 • East African history through thousand years by Were and Wilson 	<p>MK SST Bk 6</p> <p>Page 92 - 93</p>	

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SECOND TERM

WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							

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1	1	Living together in East Africa	Major resources of E.Africa.	Land	The learner defines what are resources Gives the examples of resources. States uses of some resources. Defines the type of resources.	The learner pronounces words like renewable non-renewable resources. Uses them to construct sentences.	Major resources of E.Africa. What are resources? Name two types of resources. <u>Crop growing</u> Land support he growing of crops. Food crops are grown to provide food.	Discussion Explanation and answers	Brainstorming on what natural resources are. Visiting the nearby environment to identify different resources	Problem solving Critical thinking Environmental awareness Appreciation and Honesty	Chalkboard illustration Text book SST Atlas	New Fountain SST Book 6 Pg 60
				Animal	The learner locates major forests, game parks and crops on the map of E.A.	The learner reads, pronounces and constructs correct sentences using the following key words vegetation cover, domestic and wild life.	Animal rearing and farming What is animal rearing? Types of farming Define the types of farming. Plantation farming Pastoralism Irrigation Ranching Dairy farming	Discussion Discovery Questions and answers Explanation	Writing notes Answering both oral and written questions Drawing a map	Problem solving Critical thinking Environmental awareness Appreciation Honest	Chalk board illustration Text book SST Atlas Charts	New Fountain SST bk 6 Pg 62

WK	PD			COMPETENCES	CONTENT	METHOD/	ACTIVITIES			REF	RMKS
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	THEME	TOPIC	SUB-TOPIC	SUBJECT	LANGUAGE		TECHNIQUES		LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS		
3			Forests	The learner locates major forests on the map. Tells examples of forests found in E.A . Identifies the types of forests.	The learner reads, pronounces and correctly uses the following words to construct sentences. Forests Vegetation	A learner defines the terms, vegetation, forests. Mentions the types of forests. States examples of forest in E.A.	Discussion Explanation Question and answers Discovery	Answer both oral and written questions Draw a map of E.A showing vegetation zones of E.A.	Critical thinking Appreciation Honesty Problem solving Environmental awareness.	Text book A wall map Chalk board illustration	Fountain SST bk6 pg 66	
4			Factors that influence forests distribution in E.A.	The learner reads, pronounces and correctly using the given words to construct sentences. -Distribution -Influence -Afforestation -Deforestation -Lumbering	The learner gives the factors that influence forest distribution in E.A. How the factors stated influence forests distribution in E.A	Factors that influence forest distribution in E.A -Climate -Soil fertility -Drainage -Altitude -Peoples' activities	Discussion Explanation Questions and answers	Answer both oral and written questions	Critical thinking Appreciation Honesty Problem solving Environmental awareness	Text book Chalkboard Illustration	Fountain SST bk 6 Pg 70	

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WK	PD	THE ME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/ TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	5			Importance of forests to people Effects of people on plants Destruction of vegetation and ways of preserving the vegetation	The learner outlines the importance of forests to people, Effects of people on plants Tells how vegetation can be destroyed and ways of preserving it.	The learner pronounces, reads and constructs sentences using words like tourist attraction, herbs furniture Re-forestation Lumbering, etc.	<u>Importance of forests to man.</u> Effect of people on plants Destruction of vegetation Ways of preserving vegetation.	Discussion Explanation Questions and answers	Answer the questions as asked Writes notes	Critical thinking Problem solving Environmental awareness Appreciation Honesty	Text book Chalk board illustration	Fountain Pg 72-73 and Mk Standard bk6	
2	1			Game parks and their importance	The identifies types of animals in different game parks. States the importance of game parks	The learner reads, pronounces and constructs sentences using related words like game parks Pastoralism	Game parks What is a game park? Examples of game parks. Problems faced by parks A map showing game parks. Importance of game parks.	Discussion Explanation Question and answers Discovery	Answer questions asked Writes notes Draw a map	Critical thinking Problem solving Environmental awareness Appreciation Honesty	Text book Chalk board illustration	Fountain SST bk 6 Pg 74 Mk Standard BK Pg 34.	

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					SUBJECT	LANGUAGE							
	2			Tourism	The learner defines tourism Who is a tourist Tells the type of tourism. Gives examples of tourist centres	The learner uses the following words to construct the sentences Tourism Tourist Tour	<u>Tourism</u> What is tourism? Who is a tourist? Why is tourism called an industry? Important tourism centre Advantages of tourism Problems Solutions	<ul style="list-style-type: none"> • Discovery • Nearby visit • Questions and answer • Explanation, Discussion 	<ul style="list-style-type: none"> • Answer questions • Writes notes • Draw the map 	<ul style="list-style-type: none"> • Critical thinking • Appreciation • Honesty • Problem solving • Environmental awareness 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	Fountain SST bk6 Pg 77	

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	3			Problems of land	The learner states the problems the hand is facing. Outlines the solutions to the problems land is facing.	The learner uses pronounces, spells, reads and uses words to construct sentences. -Fragmentation -Soil exhaustion	<u>Problems related to land</u> -Land fragmentation -Landlessness -Over cultivation -Soil exhaustion	<ul style="list-style-type: none"> • Discovery • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Writes notes • Answer questions 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Environmental awareness • honesty 	<ul style="list-style-type: none"> • Text book • Chalk board illustration • Charts 	Fountain SST bk 6 Pg 84-85	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							

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4				Minerals of East Africa	<p>The learner defines</p> <ul style="list-style-type: none"> -minerals -Uses of minerals - Types of minerals 	<p>The learner pronounces words like</p> <ul style="list-style-type: none"> -Minerals -Metallic non metallic 	<p>Minerals</p> <p>What is mining?</p> <p>Types of minerals</p> <p>Examples of metallic minerals and non metallic minerals</p>	<p>Explanation discussion role play</p>	<ul style="list-style-type: none"> • Writes notes • Answer questions • Draw w the map 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Environmental awareness • Honesty • appreciation 	<ul style="list-style-type: none"> • Text book • Wall map • Chalk board illustration 	Fountain SST bk 6 Pg 86 -87	
5				Major Mining areas	<p>The learner states the major mining areas in E.A.</p> <p>States the types of mining.</p> <p>Gives examples of some minerals mined.</p> <p>Why is mining an important economic activity.</p>	<p>The learner pronounces, reads , spells and uses some words to construct sentence e.g, mining</p> <ul style="list-style-type: none"> - Limestone -Soda ash -Iron ore -Coal 	<p><u>Major mining areas</u></p> <ul style="list-style-type: none"> -Mwandui -Mutono and Ikitha - Lake Magadi - Minjingu Mnazi <p>Importance of mining</p> <p>Methods of mining.</p>	<p>Discussion Explanation Discovery Question and answer</p>	<ul style="list-style-type: none"> • Write notes • Questions and answer 	<ul style="list-style-type: none"> • Critical thinking • Appreciation • Honesty • Problem solving • Environmental awareness 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	Fountain ST bk 6 Pg 88-90	

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					SUBJECT	LANGUAGE							
3	1			Uses of minerals and problems of mining	The learner mentions the uses of minerals States the problems of mining and solutions to problems of mining.	The learner pronounces, reads, spells and uses words correctly to construct sentences	Uses of minerals Problems of mining Solutions to problems of mining	Discussion Explanation Question and answer	Writes notes questions and answer	Critical thinking Appreciation Honesty Problem solving Environmental awareness	Text book Chalk board illustration	Fountain SST bk6 Pg 91-92	
	2			Water resources	The learner defines drainage, Gives examples of drainage features. Draw a map showing lakes and rivers in E.A	The learner pronounces reads, spells and writes words correctly. Uses words like drainage oceans, seas, lakes to form correct sentences.	<u>Water resources</u> <u>Drainage</u> Examples of drainage features Draws a map of East Africa showing drainage features.	Discussion Explanation Discovery	Writes notes Answer questions Draw a map	Critical thinking Appreciation Environmental awareness Honesty	Text book Atlas Wall map	Fountain book 6 pg 94.	

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					SUBJECT	LANGUAGE							
	3			Types of lakes in E. Africa	The learner gives the types of lakes found in E.A.	The learner gives the types of lakes found in E.A. State the formation of such lakes. Briefly explains the formation of some lakes like Victoria.	<u>Types of lakes</u> Depressional lakes. Crater lakes ox-bow lakes etc. Examples of such lakes and their formation.	• Discussion • Explanation • Discovery	• Writes notes • Answer both oral and written questions	• Critical thinking • Environmental awareness • Appreciation • Honesty	• Text book • Atlas • Chalk board illustration	Mk Standard bk 6 Pg 17-20	
	4			Rift valley lakes	The learner gives examples of rift valley lakes, their characteristics and formation.	The learner uses words like deep, escarpment. Salty in sentences correctly.	<u>Rift valley lakes</u> Examples of such lakes in Uganda, Kenya and Tanzania. Characteristics Importance of lakes.	• Discussion • Explanation • Discovery	• Writes notes • Answer both oral and written questions	• Critical thinking • Environmental awareness • Appreciation • Honesty	• Text book • Chalk board illustration	MK Standard SST bk 6 Pg 17	

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					SUBJECT	LANGUAGE							
	5			Major rivers in E. Africa	A learner gives the types of rivers found in E. Africa. Explains the types of rivers in E.A. Mentions out the features associated with rivers. Outlines the stages of a river.	The learner spells, pronounces, reads words like delta, estuary, mouth, conference correctly and uses them to form correct sentences.	Major rivers in E.A. Types of rivers in E.A. Features associated with rivers in E.A. Stages of a river importance of rivers.	<ul style="list-style-type: none"> • Discussion • Explanation • Discovery • Question and answer 	<ul style="list-style-type: none"> • Draw a map showing major rivers in E.A. • Write notes • Answer questions 	<ul style="list-style-type: none"> • Critical thinking • Environmental awareness • Appreciation • Problem solving and Honesty 	<ul style="list-style-type: none"> • Text books • Charts • Chalk board • atlas 	MK SST standard Bk 6 Page 14	

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2				Fishing	<p>The learner explains the term fishing.</p> <p>Identifies places where fishing commonly takes places.</p> <p>Identifies the types of fish caught in E.A</p> <p>Types of fishing</p>	<p>The learner pronounces and constructs correct sentences using the key words like fishing, modern methods, traditional methods</p>	<p><u>Fishing</u></p> <p>What is fishing? Places where fishing is carried out.</p> <p>Methods of fishing Types of fish caught in E.A.</p>	<ul style="list-style-type: none"> • Discovery • Field tour • Explanation • discussion 	<ul style="list-style-type: none"> • Draw a map of E.A showing fishing grounds. • Writ notes • Answer questions 	<ul style="list-style-type: none"> • Critical thinking • Environmental awareness • Problem solving • Appreciation and Honesty 	<ul style="list-style-type: none"> • Text book • Atlas • Chalk board illustration 	<ul style="list-style-type: none"> • Fountain SST bk 6 Pg 95-97. 	
3				Uses of fish preservation	<p>The learner gives the uses of fish.</p> <p>States the methods of preserving fish i.e modern and traditional</p>	<p>The learner pronounces, reads and correctly uses the following key words in sentences.</p> <p>Fishing Preservation</p>	<p><u>Uses of fish</u></p> <p>Fish preservation i.e traditional and modern methods. Importance of fishing industry in E.A . Problems facing fishing industry and their solutions.</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Questions and answer 	<ul style="list-style-type: none"> • Write notes • Answer questions 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Environmental awareness • Appreciation and Honesty 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	<ul style="list-style-type: none"> • Fountain SST bk 6 Pg 97-99 	

WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							

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4		TRANSPORT AND COMMUNICATION	<p>Communication</p> <p>The learner defines communication, names the different means of communication</p> <p>Records different traditional and modern means of communication</p>	<p>The learner correctly reads, pronounces and uses the following terms i.e the internet e.mail, fax, land line</p>	<p>communication</p> <p>Definition</p> <p>Traditional means of communication.</p> <p>Challenges of traditional means of communication.</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Role play • Questions and answer 	<ul style="list-style-type: none"> • Writes notes • Answer question 	<ul style="list-style-type: none"> • Effective communication • Decision making 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	<ul style="list-style-type: none"> • Fountain SST bk 6 Pg 114 	
5			<p>Modern means of communication</p> <p>The learner discusses the modern means of communication.</p> <p>Tells the advantages and disadvantages of various communication systems in the past and today.</p>	<p>The learner correctly reads, pronounces and uses the following terms.</p> <p>The internet Mobile/cell phones</p>	<p><u>Modern means of communication</u></p> <p>-Examples -Challenges in communication -solutions</p>	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Answer questions • Write notes 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency and audibility • Logical thinking 	<ul style="list-style-type: none"> • Text book • Chalkboard illustration 	<ul style="list-style-type: none"> • Fountain SST Bk 6 Pg 116 	

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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
5	1			Post office and mass media.	The learner defines a post office and mass media. Mentions the services provided in the post office. States examples of mass media.	The learner correctly reads, pronounces and uses the following terms. Post office, mass media.	<u>Post office</u> Define post office Services provided by the post office. Communication services provided by the post office. <u>Mass media</u> Define mass media Examples of mass media. Objectives of mass media. Radios examples operating in Uganda. Advantages of radios	<ul style="list-style-type: none"> • Discussion • Discovery • Filed tour • Explanation 	<ul style="list-style-type: none"> • Answer questions • Writes notes 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency and audibility • Logical thinking 	<ul style="list-style-type: none"> • Text book • Chalkboard illustration 	<ul style="list-style-type: none"> • MK Standard SST bk 6 Page 161 	

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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	2			Television	The learner defines a television. Gives examples of TV stations in E.A. Advantages and disadvantages of TVs.	The learner correctly, reads, pronounces and uses the terms. -Television -Telegram -Telex	Television -Define -Examples of TVs' Station in E.A. -Advantages of TV's Disadvantages of TVs.	• Discussion • Explanation • Question and answer	• Writes notes • Answer questions	• Effective communication • Critical thinking • Fluency • Audibility • Logical thinking	• Chalk board illustration • Text book	• SST comprehensive bk 6 • Pg 153	
	3			News papers and magazines	The learner gives examples of news paper operating in E.A. States advantages and disadvantages of news papers.	The learner correctly reads, pronounces and uses the terms. -New vision -Daily monitor -Red pepper -Weekly observer, etc	<u>News papers</u> What are news papers? Magazines -Examples of news papers -Advantages and disadvantages of news papers. -Disadvantages and disadvantages of magazines	• Discussion • Display • Explanation • Questions and answers	• Writes notes • Answer questions asked	• Effective communication • Critical thinking, fluency • Audibility, logical thinking	• Chalk board illustration • Text book • News papers and magazines	• SST comprehensive bk 6 • Pg 153	

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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	4			challenges in communication	The learner identifies the challenges met in communication	The learner reads, pronounces, spells and uses words correctly in forming sentences.	Factors that affect effective communication -Solutions -Importance of having a national language	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Writes notes answer questions asked 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Fluency logical thinking 	<ul style="list-style-type: none"> • Chalk board illustration • Text book • 	SST Comprehensive bk 6 Pg 153.	

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	5			Transport	The learner defines the term. Transport, -Gives the types of transport -States the categories of transport.	The learner pronounces, spells , reads and uses words correctly and reads a guided composition on traditional transport and modern system of transport.	<u>Transport</u> -Definition -Types of transport -Traditional means, water causes, crafts, dhows, etc. -Means of animal transport, donkeys, camels disadvantages of human transport.	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Answer questions • Write notes 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency. • critical thinking 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	Fountain SST bk 6 PG 104	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							

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6	1			Modern means of transport (Read transport)	The learner outlines the modern means of transport. Mentions the advantages and disadvantages of modern means of transport.	The learner pronounces, reads and writes words correctly -Vehicles -Lories -Bicycles	Road transport What is a road? -Types of roads means of road transport -Introduction of roads -Advantages and disadvantages of roads -How road transport enhances development -Limitations of road transport	<ul style="list-style-type: none"> • Discussion • Explanation • Question and answer • discovery 	<ul style="list-style-type: none"> • answer questions • writes notes 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency, • critical thinking 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	Fountain SST bk6 Pg 105-106
	2			Railway transport	The learner gives the means of transport under railway transport. Gives advantages and disadvantages	The learner pronounces, reads, spells and writes words correctly. Train	Railway transport. means of railway transport Reasons for construction of Tanzania railway.	<ul style="list-style-type: none"> • Discussion • Explanation • Questions and answer • Field tour 	<ul style="list-style-type: none"> • Answer questions • Writes notes • Draw a map 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency, • critical thinking 	<ul style="list-style-type: none"> • Text book • Chalk board illustration 	Fountain SST BK 6 Pg 109-110

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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	3			The Kenya Uganda railway	The learner gives the reason why Kenya Uganda railway was called so and why was it constructed.	The learner pronounces, reads, spells and writes words correctly.	<u>Kenya Uganda Railway</u> -Who built it When was it constructed. -First employees -Last employees -Why Africans refused to work. -Reasons why Uganda railway was built . -Personalities who made the construction of Uganda railway possible.	Discussion listen and say Questions and answer Explanation	Writes notes Answer questions Draw a map	Effective communication Decision making Fluency Audibility	Chalk board illustration Text book	SST Standard MK Bk 6 Pg 157- 158	
	4			Results and problems faced during the construction of Uganda railway.	The learner explains the results of Uganda railway. States the problems faced during the construction of Uganda railway.	The learner pronounces, reads spells and writes words correctly.	Positive results and negative results of Uganda railway . Problems faced during the construction of the Uganda railway.	Discussion Questions and answer Explanation	Writes notes Answer questions Draw a map	Effective communication Decision making Fluency Audibility	Chalk board illustration Text book	SST Standard MK Bk 6 Pg 157- 158	

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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	5			Water transport	The learner briefly explains water transport, means of water transport. -Why some rivers are not navigable -Defines a port	The learner pronounces, spells, reads and writes the words correctly.	Means of water transport Why some rivers are not navigable in E.A. What is a port? Types of ports Examples of ports by the illustration of a map. Major ports of E.A.	<ul style="list-style-type: none"> • Explanation • Discussion • Field tour • Role play 	<ul style="list-style-type: none"> • Draw a map showing ports of E.A. • Write notes • Answering some 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency • Audibility 	<ul style="list-style-type: none"> • Chalk board illustration • Text book 	Fountain SSST bk6 Pg 110-111	

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7	1				Advantages and disadvantages of water transport	The learner outlines the advantages and disadvantages of water transport	The learner pronounces , spells, reads and writes the words related correctly	Advantages and disadvantages of water transport. Cause of accidents on H2o Possible solutions	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Writes notes • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency • Audibility 	<ul style="list-style-type: none"> • Chalk board illustration • Text book 	Fountain SST bk 6 Pg 111	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	2			Air transport	The learner states the advantages and disadvantages of air transport. States means of air transport	The learner pronounces , spells, reads and writes the words related correctly	<u>Air transport</u> -Introduction Private transport -Means of air transport -Define air transport -Air field -Airstrip -International air ports in E.A.	<ul style="list-style-type: none"> • Explanation • Discussion • Questions and answer 	<ul style="list-style-type: none"> • Writes notes • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Decision making • Fluency • audibility 	<ul style="list-style-type: none"> • chalk board illustration • text boo 	Fountain SST book 6Pg 112	

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	3			Advantages and disadvantages of Air transport	The learner identifies advantages and disadvantages of air transport	The learner pronounces, reads, writes and spells the words related to the lesson	Advantages and disadvantages of air transport. eg, Adv. - It is quick -Air traffic congestion is limited Disadv. It is very expensive to pay for the service	<ul style="list-style-type: none"> • explanation • discussion • questions and answer 	<ul style="list-style-type: none"> • writes notes • questions and answer 	<ul style="list-style-type: none"> • effective communication • decision making • fluency • critical thinking 	<ul style="list-style-type: none"> • text book • chalk board illustration 	<ul style="list-style-type: none"> • \fountain SST Bk pg.113 	
	5			End of Topic Question	E N D O F T H E T O P I C Q U E S T I O N S			•	•	•	•		

WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
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	4			<p>Pipe line transport</p> <p>The learner defines a pipe line.</p> <p>States the liquids transported under it.</p> <p>States the advantages and disadvantages of pipeline transport</p>	<p>The learner pronounces, reads, writes and spells the words related to the lesson.</p>	<p><u>Pipeline transport</u></p> <p>-Materials transported in pipelines</p> <p>-Advantages and disadvantages of pipe line transport.</p>	<p>Explanation</p> <p>Discussion</p> <p>Questions and answer</p>	<p>Writes notes</p> <p>Questions and answer</p>	<p>effective communication</p> <p>decision making</p> <p>fluency</p> <p>critical thinking</p>	<p>Text book</p> <p>Chalk board illustration</p>	<p>Fountain SST book 6 Pg 113-114</p>	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
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1	1		The road to independence in East Africa	The colonial period	The learner outlines positive and negative contributions of foreigners in E.A	<p>The learner correctly pronounces and uses the following key words.</p> <p>-Administration</p> <p>-Explorer</p> <p>-democracy</p> <p>-republic ,etc</p>	<p><u>Explorers</u></p> <p>Explorers who came to EA</p> <p>When they came?</p> <p>How they came?</p> <p>Reasons why they came to E.A.</p>	<p>Explanation</p> <p>Discussion</p> <p>Story telling</p>	<p>Writes notes</p> <p>Answers questions</p>	<p>Effectives communication</p> <p>Presenting information logically</p> <p>Critical thinking</p> <p>Decision making</p>	<p>Text book</p> <p>Chalkboard illustration</p>	<p>SS Fountain bk 6 Pg 119</p>	

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1	1		The road to independence in East Africa	The colonial period	The learner outlines positive and negative contributions of foreigners in E.A	The learner correctly pronounces and uses the following key words. -Administration -Explorer -democracy -republic ,etc	<u>Explorers</u> Explorers who came to EA When they came? How they came? Reasons why they came to E.A.	Explanation Discussion Story telling	Writes notes Answers questions	Effectives communication Presenting information logically Critical thinking Decision making	Text book Chalkboard illustration	SS Fountain bk 6 Pg 119
	2			The Portuguese explorers	The learner identifies the original home of the Portuguese States the reasons why they came to E.A. Mentions the effects of their coming.	The learner pronounces and uses words given correctly.	<u>Portuguese</u> -Who were they -Why did they come to E.A -Results for their coming - Failures	Explanation Discussion Story telling	Write notes Answer question	Effective communication Presenting information logically Critical thinking discussion	Text book chalk board illustration	MK SST standard bk 6 Pg 110-111
	3			Problems faced by the early European travelers in E.A. Effects of the coming of explorers	The learner States the problems faced by the early European travelers M.E.A.	The learner pronounces, reads, spells, writes correct words to related to the structure.	<u>problems</u> Language barrier Wild animals Thick forest, etc Effects of the coming of explorers Exploitation of E.African resources	Explanation Discussion Story telling	Write notes Answers questions			

Revision begins

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					SUBJECT	LANGUAGE							
	4			Colonialists	The learner defines A colony Protectorate Colonialists Mentions the examples of colonialists who came to East Africa.	The learner pronounces, reads, spells and writes correct words related to the topic and use them correctly in forming sentences.	Colonialists scramble for and partition of E.A. Reasons for the scramble and partition of E.A. The Berlin Conference of 1884 -85	Explanation Discussion Question and answer Story telling	Write notes Answer questions	Effective communication Critical thinking Respect Obedience	Chalk board illustration wall maps Text books	Fountain SST book Pg 126 -129	
	5			Areas of influence (settlements)	The learner identifies where different colonialists settled in E.A Identifies European Countries which settled in different parts of E.A	The learner pronounces, reads and spells words and uses them to form correct sentences e.g Germany, Britain, German, British.	British East African; colonialism in Kenya 1895 – 1914. Who were the colonial masters of Kenya? How they established the colonial rule in Kenya. Effects of colonial rule in Kenya.	Explanation Discussion Questions and answer	Write notes Answer questions Draw a map.	Effective communication Critical thinking Respect Obedience	chalk board illustration wall maps text books	Fountain SST book Pg 126-129	

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					SUBJECT	LANGUAGE							
2	1			German East Africa 1884 - 1914	The learner identifies the countries which were colonized by German esp. in E. Africa.	The learner pronounces, reads and spells words related to the topic e.g Dr. Carl Peters territory mandate.	German East Africa. Methods which were used by the German to acquire colonies in Tanganyika system of administration used by Germans.	Explanation Discussion Question and answer	Writes notes Answers questions Draw a map	Effective communication Critical thinking Respect Obedience	chalk board illustration wall maps text books	Fountain SST bk 6 Pg 129 - 130	
					Historical events in Pre-independence East Africa Countries (1920-1945) Tanganyika	The learners uses words related to the structure e.g mandate territory.	Tanganyika was given to Britain from Germany. This was because Germany started the 1 st world war so it was a punishment by the league of Nations.	Explanation Guided discussion Question and answer	Writes notes Answers both oral and written questions	Effective communication Critical thinking Presenting information logically Respect	Chalk board illustration Text book	Fountain bk 6 Pg 132-133	

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	5			Formation of political parties in Tanganyika	The learner mentions the following in full. TAA, TANU, UNO	The learner uses words like association Organization union in sentences	TANU TAA Objectives of TANU	<ul style="list-style-type: none"> • Explanation • Guided discussion questions and answer. 	<ul style="list-style-type: none"> • Writes notes • Answer both oral and written questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting information logically • Respect 	Chalkboard illustration text book	M/K SST Book 6 Pg 128	

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3	1			Colonial rule in Kenya	The learner mentions the British governor who encouraged the British to settle in Kenya.	The learner pronounces words like British government. Executive council, Racial segregation discrimination.	<u>Kenya</u> Who encouraged the British to settle in Kenya High land. effects of colonial rule in Kenya. The rise of nationalism in Kenya. Formation of KAU. When Kenya became a protectorate in 1895	Explanation Guided discussion Questions and answers Writes notes Draw a map Answer questions Effective communication Critical thinking Respect Obedience Chalk board illustration Text book Fountain SST bk 6 Pg 135 -1379 and MK bk 6 Page 130 131
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2		The Devonshire white paper 1923	<p>The learners describes what the Devonshire White Paper 1923 was all about</p> <p>Who proposed the Devonshire</p> <p>White paper</p>	<p>The learner spells words like Devonshire.</p> <p>Racial segregation, discrimination and use them in making sentences.</p>	<p><u>The Devonshire White Paper 1923</u></p> <p>Why it was written.</p> <p>What was included in the Devonshire White Paper</p> <p>Conditions the Devonshire White Paper did not fulfill.</p>	<ul style="list-style-type: none"> • Explanation • Guided discussion • Questions and answer 	<ul style="list-style-type: none"> • Write notes • Draw a map • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Respect • obedience 	<ul style="list-style-type: none"> • chalkboard illustration • text books • learner' s books 	Fountain bk6 pg 137
3		The colonial rule in Uganda	<p>The learner states the year LEGCO was formed:</p> <p>Writes LEGCO in full.</p> <p>Mentions the three first African to set in LEGCO</p>	<p>The learner spells names like Kawalya, Kagwa, Yekonia, Zirabamuzzale, Petro, Nyangabyaki, Akiiki, Yekosofati, Inyon.</p>	<p>LEGCO</p> <p>The Kabaka Crisis</p> <p>Why Kabaka Muteesa II was exiled, who exiled him, and why he rejected the idea of E.A.C federation.</p>	<ul style="list-style-type: none"> • Guided discussion • Explanation • Questions and answer • Storytelling, Role play 	<ul style="list-style-type: none"> • Write notes • Answer both oral and written questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting information logically • Respect • Obedience 	<ul style="list-style-type: none"> • Learner books • Text books • Chalkboard 	MK SST bk 6 Pg 131-132

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					SUBJECT	LANGUAGE							
	4			Rebellions and their causes against colonial rule in E.A	The learner defines what a rebellion is. Describes the rebellion. States the causes of that rebellion.	The learner spells, pronounces words, use them to answer questions . Writes words like rebellion and revolt.	Abushiri revolt of 1888 – 1889. First rebellion against the German rule in E.A. Who was their leader. Causes of Abushiri revolt Effects of Abushiri's revolt.	Guided discussion • Explanation • Questions and answer • Story telling •	Write notes • Answer both oral and written questions •	Effective communication • Critical thinking • Presenting information logically • Respect and Obedience •	Learners books • Text book • Chalk board illustration •	Fountain SST book Pg 139 – 140 and MK SST book Pg 133	
	5			Hehe rebellion 1891-94	The learner describes what Hehe rebellion was. Who stated it when and why it was staged.	The learner spells and pronounces names like Mkwawa, Hehe and uses them to construct sentences	Hehe rebellion Who was the leader Where was staged from - Causes of the Hehe rebellion. - Effects of Hehe rebellion.	Guided discussion • Explanation • Questions and answer • Story telling •	Write notes • Answer both oral and written questions •	Effective communication • Critical thinking • Presenting information logically • Respect and Obedience •	Learners books • Text book • Chalk board illustration •	Fountain SST book Pg 139-140 and MK SST bk Pg 133	

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					SUBJECT	LANGUAGE							
4	1			Maji Maji Rebellion	<p>The learner described the Maji Maji rebellion.</p> <p>State the causes and effects of Maji Maji rebellion.</p> <p>Mentions the importance of Maji Maji rebellion.</p>	<p>The learner spells names like Kinjekitile, Ngwale, Akadas and Jumbes, Rufiji and use the words to write the related sentences.</p>	<p>Maji Maji rebellion 1905 -1907</p> <p>Who was the leader?</p> <p>Causes of the Maji Maji rebellion</p> <p>Results of maji maji rebellion</p> <p>Importance of maji maji rebellion</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Story telling</p> <p>Questions and answers, Role play</p>	<p>Writes notes</p> <p>Answer written questions in their books</p>	<p>Effective communication</p> <p>Critical thinking</p> <p>Presenting the information logically</p> <p>Obedience</p> <p>Respect</p>	<p>Chalk board illustration</p> <p>Text book</p> <p>Learners' books</p>	<p>Mk SST book 6 Pg 134 -135 and Fountain 141 -143</p>	

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3		Nyangire and Lamogi rebellion	<p>The learners talk briefly about Nyangire and Lamogi rebellion .</p> <p>Why they were staged and where?</p>	<p>The learner spells words like Nyangire, Lamogi</p>	<p>Nyangire and Lamogi rebellion</p> <p>Causes of the two above rebellions</p> <p>Their effects</p>	<ul style="list-style-type: none"> • guided discussion • explanation • story telling • questions and answer 	<ul style="list-style-type: none"> • Writes notes • Answer written questions in their books 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Obedience • Respect 	<ul style="list-style-type: none"> • Chalk board illustration • Text book • Learners' books 	MK SST pg 137
4		Colonial agent	<p>the learner identifies colonial agents in E.A countries.</p> <p>States some roles played by the colonial agents.</p> <p>Writes short notes on them</p>	<p>The learner reads, spells and writes sentences related to the structure.</p>	<p><u>Colonial agents</u></p> <p>Carl Peters Captain Fredrick Lugard Gerald Portal Colonel Colville</p> <p>How the administration of E.A was affected by the colonialists.</p>	<ul style="list-style-type: none"> • Guided discussion • Read the roles written • Answer questions 	<ul style="list-style-type: none"> • Writes notes • Read the notes • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting the information logically • Obedience • Respect 	<ul style="list-style-type: none"> • Chalkboard illustration • Text book • Learners' books 	Fountain SST bk 6 pg 145-146

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					SUBJECT	LANGUAGE							
	5			colonial administration in Uganda and Kenya.	<p>The learner describes the methods which were used by the colonialists in Uganda and Kenya.</p> <p>States the effects of such methods which were used by the colonial masters in E.A</p>	<p>The learner uses words like indirect and direct rule and use them to construct correct sentences.</p>	<p>Colonial administration in Uganda and Kenya.</p> <p><u>Uganda</u></p> <p>The British in Uganda was centralized under the governor.</p> <p>In Kenya the colonial administration in Kenya used direct rule i.e The governor, the civil servants and the provincial administrators were all Europeans</p>	<ul style="list-style-type: none"> • Guided discussion • Explanation • Questions and answer • Role play 	<ul style="list-style-type: none"> • Writes notes • Read the notes • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting the information logically • Obedience • Respect 	<ul style="list-style-type: none"> • Chalkboard illustration • Text book • Learners' books 	Fountain SST bk 6 pg 146- 147	

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51				Colonial administration in Tanganyika, Zanzibar and Rwanda-Burundi	The learner states the type of administration which was applied in German East African countries Effects of colonialism in E.A.	The learner uses words direct rule, governor, legislative council in forming sentences.	Colonial administration in German E.A. indirect rule Effects of applied in colonialism German E.A	<ul style="list-style-type: none"> Guided discussion Explanation question answering 	<ul style="list-style-type: none"> Writes notes Read the notes Answer questions 	<ul style="list-style-type: none"> Effective communication Critical thinking Presenting the information logically Obedience Respect 	<ul style="list-style-type: none"> Chalkboard illustration Text book Learners' books 	Foundation SST bk6 Pg 148 -150	
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					SUBJECT	LANGUAGE							
	2			The struggle for independence Tanganyika	The learner explains how Tanganyika struggled for independence. Who led Tanganyika to independence.	The learner writes words independence, struggle, association, colonialism and use them to construct sentences.	Tanganyika The demand for independence. Nyerere and the struggle for independence. Achievements of Nyerere	<ul style="list-style-type: none"> Guided discussion Explanation Answer questions 	<ul style="list-style-type: none"> Effective communication Critical thinking Obedience and Respect 	<ul style="list-style-type: none"> Text book Chalk board illustration Learners books 	<ul style="list-style-type: none"> SST Fountain book 6 Pg 152 - 154 		

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	3			Rwanda and Burundi	The learner mentions the political parties which led Rwanda and Burundi to their independence.	The learner pronounces words like Hutu, Tusti PARMEHUT UPRONA	Rwanda and Burundi Political parties which led the to independence, who led the to independence. How they attained their independence.	<ul style="list-style-type: none"> • Guided discussion • Explanation a • Answer and questions • Role play 	<ul style="list-style-type: none"> • Writes notes • Do an activity 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Obedience and Respect 	<ul style="list-style-type: none"> • Text book • Chalk board illustration • Learners books 	SST Fountain bk6 pg.155 -156	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
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4		Kenya	<p>The learner states how Kenya attained her independence.</p> <p>Political party which led Kenya to independence.</p>	<p>The learner pronounces reads, spells and writes all the related words.</p>	<p>Kenya and Zanzibar Who led Kenya to her independence.</p> <p>Which political party led Kenya to her independence.</p>	<ul style="list-style-type: none"> • Guided discussion • Explanation • Questions and answer • Role play 	<ul style="list-style-type: none"> • Writes notes • Do an activity 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Obedient • Respect 	<ul style="list-style-type: none"> • text book • chalk board illustration • learners books 	<p>SST book 6 Pg 157 and 159 and MK SST bk 6 pg 140</p>
5		Post Independence of E.A	<p>The learner writes short notes on the people who fought for Rwanda's and Burundi's Independence.</p>	<p>The learner pronounces, reads, spells, writes and uses the related words to construct correct sentences.</p>	<p><u>Personalities in Rwanda and Burundi.</u></p> <p>Mwani Mwambutsa, Michel Micombero, Jean Baptist Bagaza, Juvenal Habyarimana, Fred Rwigyema</p>	<ul style="list-style-type: none"> • Guided discussion • Explanation • Questions and answer • Story telling 	<ul style="list-style-type: none"> • Answer an activity • Write notes 	<ul style="list-style-type: none"> • Critical thinking • Effective communication • Obedience • respect 	<ul style="list-style-type: none"> • text book • chalk board illustration • learners books 	<p>Fountain Bk 6 Pg 162, 168.</p>

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					SUBJECT	LANGUAGE							
6	1			Personalities in Kenya and Tanzania	The learner states the people who fought for the independence of Kenya and Tanzania. Writes short notes on those people.	The learner pronounces, reads, spells and writes words related to the topic and use same words to construct sentences.	<u>Kenya</u> Daniel Arap Moi Mwaai Kibaki Uhuru Kenyatta <u>Tanzania</u> Ali Hassan Mwinyi Benjamin Mkapa Jakaya Mansho Kikwete	<ul style="list-style-type: none"> • guided discussion • explanation • questions and answer 	<ul style="list-style-type: none"> • Writes notes • Do an activity given 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Obedience • Respect 	<ul style="list-style-type: none"> • Chalk board illustration • Text book • Learners' books 	SST Fountain Bk 6 Pg 169 - 173	
	2			Personalities in Uganda	The learner writes short notes on the presidents of Uganda. States the first president of Uganda. States how they ruled in their order.	The learner writes correct spelling of the names of Uganda presidents.	<u>Uganda</u> Edward Muteesa II -Milton Obote -Idi Amin Dada -Godfrey Binaisa -General Tito Okello Lutwa -Y.K. Museveni	<ul style="list-style-type: none"> • Guided discussion • Explanation • Question and answer 	<ul style="list-style-type: none"> • Writes notes • Do an activity given 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Obedience • Respect 	<ul style="list-style-type: none"> • Chalk board illustration • Text book • Learners' books 	SST Fountain Bk 6 pg 174-176	

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					SUBJECT	LANGUAGE							
	3			Personalities in Uganda	The learner writes short notes on the presidents of Uganda. States the first president of Uganda States how their order	The learner writes correct spelling of the names of Uganda presidents.	<u>Uganda</u> -Edward Muteesa -		

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	4			Citizen ship	The learner states the types of citizenship. States the ways one becomes a citizen. States the rights and responsibilities of a citizen.	The learner spells words like citizenship. Dual single and uses them to construct sentences.	<u>Citizenship</u> Types ways one becomes a citizen Rights and responsibilities of a citizen.	<ul style="list-style-type: none"> • Discussion • Explanation • Questions and answer 	<ul style="list-style-type: none"> • Writes notes • Do an activity 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting the information logically • Obedience • Respect 	<ul style="list-style-type: none"> • Text book • Chalk board • Illustration learner book 	Fountain SST book 6 Pge 177 - 178	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
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5		Challenges of the electoral process in EA	The learner states the challenges the electoral process face. States what electoral process is.	The learner spells words like electoral, elections and use them to form correct sentences.	<u>challenges</u> Ethnic and tribal differences amongst people. Involvement of the military in politics. Conducting elections is expensive.	• discussion • explanation • questions and answer	• Writes notes • Do an activity • Make research	• Effective communication • Critical thinking • Presenting the information logically • Obedience • Respect	• Text book • Chalk board • Illustration learner book	Fountain SST bk 6 Pg 178 -179
71	Responsible living in the E.African Environment	Environmental problems faced in E.A.	The learner states the problems facing the environment in E.A. Defines words related to the structure.	The learner spells words like, deforestation, desertification, soil erosion, and drought and uses them in making correct sentences.	Environmental problems -Deforestation -Desertification -Soil erosion -Drought -Storms -landslides	• Guided discussion • Explanation • Questions and answer	• Write notes • Do an activity	• Effective communication • Critical thinking • Presenting the information logically • Obedience • respects	• Text books • Chalk board illustration • Learners books	Fountain SST bk 6 Pg 182-183

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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	2			Human activities that have led to environmental degradation	The learner defines the term environmental degradation. Defines terms like overgrazing, bush burning, over cropping, etc.	The learner pronounces the words like over grazing, industrialization deforestation, correctly and uses them to answer questions.	Human activities -Overgrazing -Bush burning -Over cropping -Poor fishing methods	<ul style="list-style-type: none"> • Guided discussion • Survey • Real objects • Questions and answer, discovery 	<ul style="list-style-type: none"> • Writes notes • Do an activity 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting the information logically • Obedience • respects 	<ul style="list-style-type: none"> • Text book • Chalk board illustration • Learner's books 	Fountain SST BK6 Pg 183- 184	
	3			Environment protection	The learner outlines the ways how the environment can be protected	The learner spells, pronounces, reads and writes short notes on some words like afforestation.	Environmental protection Afforestation Conservation family planning	<ul style="list-style-type: none"> • Guided discussion • Questions and answer • discovery 	<ul style="list-style-type: none"> • answer questions • writes notes 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Presenting the information logically • Obedience • Respect. 	<ul style="list-style-type: none"> • Text book • Chalk board illustration • Learners book 	Fountain SST Bk 6 Pg 184-185	

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					SUBJECT	LANGUAGE							
	4			Waste Management	The learner defines waste management States ways of managing the wastes states of wastes	The learner spells words like garbage, commercial, industrial and use them to make correct sentences.	What is waste management? Types of wastes How waste can be categorized in the following areas like domestic/house hold waste	<ul style="list-style-type: none"> • Guided discovery • Explanation • Discussion • Questions and answer 	<ul style="list-style-type: none"> • Writes notes • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Obedience • Respect 	<ul style="list-style-type: none"> • Text book • Some wastes • Chalk board illustration 	Fountain SST Bk6 Pg 185 -186	
	5			Proper waste management and improper ways	The learner identifies the proper ways of managing the wastes	The learner spells and pronounces words like. Re-using waste recycling and form correct sentences using such words	Proper waste management compositing Re-using waste Recycling Waste treatment	<ul style="list-style-type: none"> • Guided discussion • Explanation • Questions and answers 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Respect, fluency and obedience 	<ul style="list-style-type: none"> • Text book • Learners books • Chalk board illustration 	<ul style="list-style-type: none"> • Fountain SST Bk6 Pg 187-188 		

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					SUBJECT	LANGUAGE							
8	1			NEMA	The learner writes NEMA in full properly States the responsibilities of NEMA	The learner spells pronounces words like environment, Authority, responsible, etc.	NEMA In Uganda, Kenya , Rwanda, Tanzania and Burundi their responsibilities.	<ul style="list-style-type: none"> • Explanation • Questions and answer • Guided discussion 	<ul style="list-style-type: none"> • Writes notes • Do an activity 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Fluency • Obedience 	<ul style="list-style-type: none"> • Text book • Learners books • Chalk board illustration 	Fountain SST book Pg 188	
	2			Climate change	The learner defines climate change. States the factors which cause climatic change States the consequences of climatic change	The learner spells, pronounces, reads, writes words related to structures	<u>Climate change</u> Deforestation -Pollution -Population increase -Swamp reclamation -Consequences of climate change.	<ul style="list-style-type: none"> • Guided discussion • Question and answer • Explanation 	<ul style="list-style-type: none"> • Writes notes • Answer questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Fluency • Obedience and Respect 	<ul style="list-style-type: none"> • Course book • Chalk board illustration • Pupils' books 	Fountain SST BK6 Pg 189 -190	

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	3			Disaster caused by weather and their effects	The learner states the meaning of a disaster. Give examples used by weather.	The learner pronounces, spells, writes and reads words properly.	<u>Disasters</u> Floods storms Land slides Hail storms Lightning	<ul style="list-style-type: none"> Guided discussion Questions and answer explanation 	<ul style="list-style-type: none"> Writes notes Answer questions 	<ul style="list-style-type: none"> Effective communication Critical thinking Respect Fluency 	<ul style="list-style-type: none"> Chalk board illustration Pupils books 	Fountain SST bk 6 Pg 191	
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WK	PD	THEME	TOPIC	SUB-TOPIC	COMPETENCES		CONTENT	METHOD/TECHNIQUES	ACTIVITIES	LIFE SKILLS & VALUES (INDICATORS)	INSTRUCTIONAL MATERIALS	REF	RMKS
					SUBJECT	LANGUAGE							
	4			Guarding against disasters	The learner mentions the ways disasters can be protected	The learner pronounces , spells and reads words given	Possible solutions Make laws against tree cutting Encourage constructing strong houses	<ul style="list-style-type: none"> Discussion Explanation Question and answer 	<ul style="list-style-type: none"> Writes notes Do an activity 	<ul style="list-style-type: none"> Effective communication Critical thinking obedience 	<ul style="list-style-type: none"> Chalk board illustration Course books 	Fountain SST Bk 6 pg 2 -193.	

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