



**SOCIAL STUDIES SCHEME OF WORK FOR P.6 TERM ONE**

| W<br>K | P<br>D | THEM<br>E                      | TOPIC                  | S/TOPI<br>C                          | COMPETENCES   |  | CONTENT   | MTD/T<br>ECHNI<br>QUES               | ACTIV<br>ITIES                | L/SKIL<br>LS                                     | AUDIO-<br>VISUAL<br>AIDS                 | REF  | R<br>E<br>M |
|--------|--------|--------------------------------|------------------------|--------------------------------------|---|--|---|--------------------------------------|-------------------------------|--|--|--|-------------|
|        |        |                                |                        |                                      | SUBJECT   | LANGU<br>AGE   |   |                                      |                               |  |  |  |             |
| 1      | 1      | LIVING TOGETHER IN EAST AFRICA | EAST AFRICAN COMMUNITY | Historical Background of East Africa | The learner,<br>i)Identifies personalities associated with closer union<br>ii)states contribution made by personalities | The learner ;<br>-spells the new words correctly.<br>- pronounces the new words correctly.<br>-reads the | Personalities associated with closer union in East Africa e.g. Johnstone, Sir Charles Eliot , Sir Winston Churchill | Explanation<br><br>Guided discussion | Identification<br><br>Stating | Appreciation<br><br>Clear pronunciation of terms | Text book<br><br>Chalkboard illustration | A History of East Africa by Atieno O. pg 160 |             |

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

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

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

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

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

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

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

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

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

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|          |                  |                                |                        |  |  |  | archeologists world wide e.t.c.  |   |  |  |                                |                          |  |
|          | <b>6 &amp; 7</b> |                                |                        | Early man sites in East African and location | The learner,<br>i)Lists down stone ate sites in East Africa<br>ii)Illustrates stone age sites of East Africa                                     | -spells the new words correctly.<br>- Pronou nces the new words correctly  | -Stone Age sites in East Africa<br>-A map of East Africa showing stone age sites   | Illustrat ion<br><br>Questio n and answer         | Listing<br><br>Drawi ng<br><br>Care<br><br>Appreci ation | Awareness<br><br>Care<br><br>Appreci ation         | Chart showin g stone age sites | MK Std SST Bk.6 pg 68-69 |  |
| <b>6</b> | <b>1 &amp; 2</b> | LIVING TOGETHER IN EAST AFRICA | EAST AFRICAN COMMUNITY | Stages of Development of Early man           | The learner,<br>i)defines stone age period<br>ii)lists down stone age periods<br>iii)Mentions discoveries<br>iv)states importance of discoveries | The learner ;<br>-reads the new words correctly<br>-uses them in sentences | -Definition of stone age period<br>-Listing down the stages of stone age periods e.g.<br>*Old stone age period<br>*middle stone age period<br>*New stone age period<br>-Discoveries made<br>-The importance of the discoveries | Discover y<br><br>Inquiry<br><br>Proble m solving | Defini ng<br><br>Listing<br><br>Stating                  | Clear pronunc iation<br><br>Accurat e informa tion | Chalkb oard illustrat ion      | Mk std SST Nk.6 pg 70-72 |  |
| <b>6</b> | <b>3</b>         |                                |                        | Tools used by early man                      | The learner,<br>i)lists down   | -reads the new words   | -The tools used by the stone age people e.g.   | Illustrat ion                                     | Defini ng  | Clear pronunc iation                               | Chalkb oard illustrat ion      | MK Std SST NK.6 pg 70    |  |

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

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

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

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

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|          |                  |                                |                        |  |   | formed kingdoms  |   |  |  |  |   |                      |  |
|          | <b>2</b>         |                                |                        | Characteristics of kingdoms              | The learner, i) gives titles to the kings of the interlacustrine region                   | The learner - writes the new words correctly. - pronounces them correctly. | - Titles given to the king (cultural leaders) of the kingdoms of East Africa. - Characteristics of kingdoms in East Africa e.g. *The king was in charge of land in the kingdom.   | Explanation<br><br>Discussion<br><br>Discovery | Defining<br><br>Listing<br><br>Writing | Unity<br><br>Sharing<br><br>Appreciation | Chart showing the interlacustrine kingdoms<br><br>Chalkboard illustration | Mk SST Bk.6 pg 82    |  |
| <b>8</b> | <b>3</b>         | LIVING TOGETHER IN EAST AFRICA | EAST AFRICAN COMMUNITY | Advantages and disadvantages of kingdoms | The learner, i) states the importance of kingdoms ii) tells the disadvantages of kingdoms | The learner ; - pronounces the new words correctly. - reads them correctly | <u>The importance of kingdoms</u> - They encourage and promote unity among people<br><u>Disadvantages of kingdoms</u> - Hereditary rule encourages dictatorship<br>- Cultural leaders tend to be concerned about their kingdoms only. | Explanation<br><br>Discussion<br><br>Discovery | Defining<br><br>Listing<br><br>Writing | Unity<br><br>Sharing<br><br>Appreciation | Chart showing the interlacustrine kingdoms<br><br>Chalkboard illustration | Mk SST Bk.6 pg 91    |  |
|          | <b>4 &amp; 5</b> |                                |                        | The Tembuzi Dynasty                      | The learner, i) describes the   | - reads the new words  | - The kingdoms that was founded by the Batembuzi  | Explanation                                    | Describing                             | Appreciation                             | Chalkboard illustration   | Mk SST Bk.6 pg 84-85 |  |

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

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

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

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

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

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

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

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|            |                  |                                |                        |               |   |  |   |   |  |   |                            |  |  |
|------------|------------------|--------------------------------|------------------------|---------------|---|--|---|---|--|---|----------------------------|--|--|
|            |                  |                                |                        |               |   | correctly  | -How they came (school of Navigation)<br>-The first Portuguese to come (Vasco da Gama)<br>-The route he followed to India.  | Guided discovery<br><br>Defining  | Spelling                                 | Effective communication   |                            |  |  |
|            | <b>5 &amp; 6</b> | LIVING TOGETHER IN EAST AFRICA | EAST AFRICAN COMMUNITY | Portuguese    | The learner, i)describe s steps taken to conquer the East African coast | The learner , i)Uses the related words like conquest, result decline correctly | Portuguese conquest (steps taken( -Why Portuguese conquered the East African coast -What enabled them conquer the coastal towns (success) - Results/ contributions of the Portuguese rule in East Africa -Decline of the Portuguese rule in East Africa | Explanation<br><br>Illustration<br><br>Guided discovery<br><br>Defining | Describing<br><br>Giving<br><br>Spelling | Sharing<br><br>Critical thinking<br><br>Effective communication | Wall map<br><br>Text books | Fountain Bk.6 pg 110-113<br><br>MK SST Bk.6 pg 112-113 |  |
| <b>1 2</b> | <b>7 &amp; 1</b> |                                |                        | The Explorers | The learner, i)defines the terms explorer,                              | i)writes the names of the explorers  | Exploration The European Explorers that came to East Africa   | Explanation<br><br>Illustration   | Describing                               | Sharing   | Wall map                   | Fountain SST Bk.6 pg 125-128                           |  |

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|----------------------|--------------------------------------|--------------------------------|------------------------|------------------|--|---|---|---|--|--|---|--|--|
|                      |                                      |                                |                        |                  | exploration<br>ii)Identifies explorers that came to East Africa  | correctly   | -Dr. David Livingstone<br>-H.M. Stanley<br>-Joseph Thompson, Dr. Fischer<br>-Count Teleki<br>-Their contributions<br>-Problem faced   | Guided discovery<br><br>Defining                        | Giving<br><br>Spelling                   | Critical thinking<br><br>Effective communication | Text books                              | Mk SST Bk.6  |  |
| 1<br>2               | <b>2</b><br><b>&amp;</b><br><b>3</b> | LIVING TOGETHER IN EAST AFRICA | EAST AFRICAN COMMUNITY | The missionaries | The learner,<br>i)defines the term missionaries<br>ii)Identifies the different groups of missionaries that came to East Africa | i)Uses related words like mission, missionary, tracing contribution | Missionaries<br>-Definition<br>-Identification of groups of missionaries that came to East Africa<br>-Tracing their origin<br>-Reasons for their coming<br>-Problems faced<br>-contributions to present East Africa | Explanation<br><br>Discussion<br><br>Illustration       | Defining<br><br>Identifying              | Effective communication<br><br>Problem solving   | Wall map<br><br>Chalkboard illustration | Fountain SST Bk.6 pg 125-128<br><br>Mk SST Bk.6 pg 117-120 |  |
| <b>1</b><br><b>2</b> | <b>4</b>                             |                                |                        | Population       | The learner,<br>i)describes terms related to population<br>ii)states factors affecting population                              | The learner ;<br>-spells the new words correctly.<br>-writes them   | Population<br>-Related terms description<br>*Population growth, population distribution, population density even population   | Explanation<br><br>Discovery<br><br>Question and answer | Describing<br><br>Stating<br><br>Reading | Unity<br><br>Sharing                             | Chalkboard illustration                 | Mk STD SST Revision pg 12-15                               |  |

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

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

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

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