



P.6 SOCIAL STUDIES SCHEME OF WORK FOR 2ND TERM

E.L.O: The learner develops and understanding and appreciates the resources found in East Africa, and demonstrates how the community benefits from them.

2. *The learner understands the transport and communication systems that were used in the past and those used in the modern times and applies the knowledge acquired to everyday life.*

| W K | P D | THEM E | TOPIC | SUB- TOPIC | COMPET SUBJECT | ENCES LANGUAGE | CONTENT | METH ODS/ TECH NIQU ES | INDICATO RS OF LIFE SKILLS & VALUES | ACTIVIT Y | RESOU RCES | REF | R E M |
|--------|--------|--|--|--|---|--|---|---|--|---|---|--|-------------|
| 1 | 1 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | Major resources in East Africa | The learner; i)describes the Historical background of resources of East Africa | The learner; i)constructs sentences using the resources | Background to Resources of East Africa. a)Things we use in our everyday life -for food-from crops and animals -for clothing-crops and animals -for shelter -vegetation - water -Home appliances e.g sources from mineral -Fuels-gas fire wood b)Things used at school- cupboard, chairs- paper made of wood c)uniform from cloth | Disc ussion Ques tion and answ er | Effecti ve comm unicati on - Audibi lity - Fluenc y - Appre ciation | Describ ing histori cal backgro und of resourc es. | Envir onme nt Class Unifo rm Food Chalk board | P.6 curr. page 315- 319 East Africa n Geogr aphy for standa rd 6 pg 33-55 | |

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| 2 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | Natural resources | The learner; i)defines natural resources ii)lists down examples of natural resources | The learner; i)constructs sentences using natural resources | Natural resources -definition -These are things found in the world around us that can be used to benefit people. -Examples of natural resources wood, water, soil(land) minerals, power sources money, plants, animals. | Explanation Discussion Question and answer | Appreciation Unity Co-operation | Identifying natural resources. Listing natural resources. | Water Wood Money Plants Animals Environment | East Africa n Geography for standard 6 pg 33-55 Basic Economics 78 |
| 3 | | | Major resources | The learner; i)Identifies major resources of East Africa | The learner; Spells, reads and constructs sentences using words connected to major resources | Major resources of East Africa 1)natural vegetation 2)land (agricultural land) 3)domestic livestock (cattle, goats, poultry) 4)Wild animals (game parks) 5)minerals 6)water drainage 7)machines Land -Definition of land, Arable land The importance of land *for farming/agriculture *For settlement *It is a source of mineral | Explanation Discussion Question and answer | Appreciation Unity Co-operation | Identifying resources | Chalk board Environment | East Africa n Geography for standard 6 pg 33-55 Basic Economics pg 78 |
| 4 | | | Vegetation | The learner; i)defines vegetation | The learner; Constructs sentences | Vegetation in East Africa -Definition -Types of vegetation in E. Africa | Question and answer | Critical thinking | Defining vegetation | Environment | Mk ST BK.6page 25 |

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| | | | | | ii)identifies types of vegetation | using terms connected to vegetation | -Types of Natural vegetation (Tropical Rain forests, Savanna, Mangrove Bush land and scrub mountain vegetation | | | | Chalk board | | |
| | 5 T o 7 | LIVI NG TOG ETH ER IN EAS T AFRI CA | MAJ OR RESO URCE S OF EAST AFRI CA | Vegetat ion | The learner; i)states factors affecting vegetation | The learner; i)spells and reads the words ii)construc ts sentences using the factors that affect vegetation | Factors affecting vegetation i)climate ii)altitude iii)soil fertility iv)human activities e.g lumbering afforestation v)Drainage <u>Tropical rain forests</u> -location of Tropical rainforests -characteristics of Tropical Rainforests -Factors that favour their growth Activities carried out in the region -Problems caused by Tropical forests -problems faced by Tropical forests -conservation of tropical rain forests -Importance of vegetation to people and animals. | Expl anati on Disc ussio n Ques tion and answ er | Unity Sharin g Critica l thinkin g | Stating factors affectin g vegetati on | Text books DVD (film) | The New Founta in SST BK.6 pg 21- 29 P.6 curr. Pg 315- 319 | |
| 2 | 1 | | | Savann a | The learner; i)defines the term savanna vegetation | The learner; i)construct sentences | Savanna vegetation -definition -Location -Types of savanna vegetation -Human activities carried out | Ques tion and answ er | Effecti ve comm unicati on | Definin g Savann a | Envir onme nt Map | MK SST BK.6 pg 28 | |

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| | | | | | ii)lists activities carried out in savanna | using savanna | -Problems faced in savanna grasslands and to vegetation -The importance of savanna vegetation | Problem solving | - Confidence - Audibility | vegetation Listing activities carried out in Savanna | Film | P.6 curr. pg 315-319 | |
| | 2 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | Mangrove vegetation | The learner; i)defines mangrove forests ii)states characteristics of Mangrove forests | The learner explains; i)mangrove swamps, mangrove tree ii) location iii)characteristics | -Mangrove vegetation -Location- along the shore line of Indian ocean -They survive in salty water Characteristics +Grow tall and thick tangled forests on stretches of soft mud. -they grow straight Importance of mangrove forest *provide hard wood and water proof timber *Used in ship building industry -Where wood is exported *Middle East, countries) Saudi Arabia and Iran *Lumbering is the main economic activity | Explanation Question and answer | Critical thinking - Awareness Appreciation | Defining Mangrove vegetation Locating Mangrove vegetation | Wall map Text books | Mk pg 27 East Africa std Geo Bk.6 pg 40 Fountain in SST book 6 page 23 | |
| | 3 | | | Bush land and scrub | The learner; i)describes Bush land | The learner; i)construct sentences | Bush land and scrub -Description -location | Discovery | Co-operation | Describing Bushland and | Text books | Mk SST Bk.6 pg 27 | |

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| | | | | | and scrub vegetation | using location, Bush land and Semi desert vegetation | -activities carried out (tourism)Tsavo and Amboseli Game paeks -Semi-desert vegetation scattered bushes and shrubs Location in North Eastern Uganda Economic activity:- Agriculture by irrigation (Nomadic pastoralism (why)) -Due to shortage of water and pasture | Ques tion and answer | Sharin g | Serub vegetati on | Chalk board illustration Map | Founta in SST book 6 page 24 | |
| | 4 | | | Mount ain vegetat ion | The learner; i)describes montane vegetation ii)locates and states characteristics of montane vegetation | The learner; i)construct sentences using montane location | Mountain Vegetation -Description -location -characteristics -Economic activities (Growing of crops, tourism, lumbering, pastoralism slopes Importance-For farming, tourism lead to formation of rivers -illustration of montane vegetation | Ques tion and answer | Critica l thinkin g | Describ ing Montane vegetati on Locatin g and stating x-tics of Montane vegetati on | Text books Chalk board illustration Map | New Founta in SST BK.6 page 27 | |
| | 5 | LIVI NG TOGETHER IN EAS | MAJOR RESOURCES OF EAST | Vegetat ion | The learner; i)states the importance of vegetation | The learner; i)spells explains the term importanc | <u>The importance of vegetation to people and animals</u> i)Vegetation provides timber for building and for furniture. ii) It is a source of wood fuel which is widely used in East Africa | Expl anati on Disc ussion | Appre ciation Sharin g | Stating the importa nce of vegetati on | Envir onment Chalk board | Founta in SST Bk.6pg 27-28 | |

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| | | T AFRI CA | AFRI CA | | | e and vegetation | -The effect of people on vegetation *by lumbering -settlement *By afforestation- farming | Ques tion and answ er | Unity | | illustr ation | Mk Tts guide pg 98- 99 | |
| | 6 & 7 | | | How people and animal s destroy vegetat ion | The learner: - defines Green house effect, Ozone layer, pollution | The learner; i) spells Green house effect, O zone layer pollution | -How people and animal destroy vegetation -By practicing swamp reclamation -By bush burning -over stocking Ways to preserve vegetation -by afforestation, re- afforestation, agro forestry, good methods of farming e.g. land fallowing, crop rotation, -irrigation, terracing | Expl anati on Disc ussio n Ques tion and answ er | Appre ciation Aware ness Care | Explain ing Green house effect, Ozone layer pollutio n | Chalk board illustr ation Text books | The New Founta in SST Nk.6 pg 29 SST Trs guide pg 98- 100 | |
| 3 | 1 | | | How vegetat ion influen ces climate | The learner: - describes how vegetation influences climate. | The learner: - spells related words e.g. vegetation - writes words correctly. | -How vegetation influences climate *Areas with thick vegetation receive plenty of rainfall. <u>Effects of destroying vegetation</u> *Destruction of species of animals, birds plants and insects | Expl anati on Disc ussio n Ques tion & answ er | Critica l thinkin g Aware ness | Describ ing how vegetati on influen ces climate | Envir onme nt Text books | Mk SST book 6 page 30 | |

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| | | | | Effects of destroying vegetation | The learner: - states the effects of destroying vegetation | The learner: - spells words correctly. - writes words correctly. | *Extinction of species of animals, birds plants and insects. *Damaging the Ozone layer in the atmosphere. *contributes to Green house effect | Brain storming Question & answer | Care Love | Stating the effects of destroying vegetation | Text book | Mk SST book 6 page 30. P.6 curr 315-319 | |
| | 3 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES IN EAST AFRICA | Tourism | The learner; i)defines tourism ii)explains the reason for calling tourism an industry and an invisible export | The learner; i)reads and spells tourism industry, invisible correctly ii)construct sentences using the words above. | <u>The Tourism Industry</u> -Definition of tourism -Why tourism is called an industry -why tourism is referred to as an invisible export/trade -Types of tourism (Local and international) -Examples of tourism *Mass tourism *sports tourism *Business tourism *Educational tourism | Explanation Discussion Question and answer | Unity Sharing Co-operation | Defining tourism Explaining the reason for calling tourism an industry. | | Mk SST BK.6 pg 39-41 | |
| | 4 | | | | The learner: - states factors promoting tourism. | The learner: - writes related words correctly. | <u>Factors promoting tourism</u> *Good and enough accommodation *Good publicity –enough tourist attractions *peace and security *Good roads (Transport and communication *Various animal species (Game Parks) | Brain storming Question & answer | Awareness Critical thinking Appreciation | Stating factors promoting tourism | Text book Chalk board | Mk SST BK.6 pg 39-41 | |

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| | 5 T o 7 | | MAJOR RESOURCES IN EAST AFRICA | Tourist Attractions in East Africa | The learner; i)Identifies the tourist attractions of East Africa | The learner; i)construct sentences using tourist attractions , physical features, cultural sites, Historical sites | Tourist attractions in East Africa 1) <u>In Kenya</u> *The East African coast, Beaches *Fort Jesus *physical features like lakes and rivers in East Africa escarpments, mountains, rift valley *Burial sites e.g. of Jomo Kenyatta in Nairobi *Wildlife (the leading in East Africa -cultural sites, vegetation <u>In Uganda</u> -physical features(Kigezi mountains, rivers, lakes) -Natural forests (The leading tourist attraction, mountain Gorillas -Cultural and Historical sites (Kasubi Tombs-UNESCO sites) -Religious sites e.g. Namugongo | Illustration Guided discovery Question and answer | Sharining Unity Co-operation | Identifying the tourist attraction of East Africa. | Text books Wall map Chalk board Environment | Mk SST BK.6 pg 40 | |
| 4 | 1 | LIVING TOGETHER IN EAS | MAJOR RESOURCES OF EAST | Tourism | The learner; i)Identifies tourist attractions in Burundi, Rwanda | The learner; i)explains the terms referring to the given | <u>In Tanzania</u> -Wildlife -climate -physical features -Beautiful beaches -culture | Question and answer | Appreciation Unity | Identifying tourist attractions in East Africa | Environment Map | Burundi Wikipedia Internet | |

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| | | T AFRI CA | AFRI CA | | and Tanzania | tourist attractions | -Historical sites, Olduvai Gorge, Stone age sites -vegetation (mangrove) <u>In Rwanda</u> -Physical features -scenery -Beautiful beaches at shores of L. Kivu -Culture (drumming) -National museum <u>In Burundi</u> -culture – drumming -scenery -beaches -physical features -National Museum | Brain stor ming Illust ratio n | Sharin g | | | | |
| | 2 | | | Game parks and Game Reserv es | The learner; i)defines game parks and reserves ii)states the importance of game parks | The learner; i)defines the term game park and reserves | <u>Game parks and Reserves in East Africa</u> -Definition of game parks and reserves -importance of game parks -Values of conserving wild life -The difference between game parks and reserves | Illust ratio n | Sharin g Co- operati on | Definin g game park. Stating importa nce of game parks & reserve s | Text books Maps in text books | MK SST Bk.6 pg 32- 38 Functi onal SST book 6 page 69-74 | |
| | 3 | | | | | | <u>Location of game parks in E. Africa</u> -Drawing a map -Why games are located in Savanna *Availability of pasture and water | | Appre ciation | | Envir onme nt | P.6 curr page 315- 319 | |

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| | | | | | | | *Enough open land | | | | | | |
| | 4 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | Tourism | The learner; i)states problems facing the tourism industry ii)suggests solutions over problems facing the tourism industry | The learner; i)spells the related words ii)construct sentences using related words such as publicity, preservation | Problems facing the tourism industry game parks or wild life -Lack of education or publicity about the importance of tourism -poaching -disease outbreak -encroachment on game park -bush burning Solutions -The government should improve on publicity -preservation of wild life habitats -preservation and promotion of culture -improvement of infrastructure | Explanation Guided discussion Guided discovery | Critical thinking | Stating problems facing the tourism industry. Suggesting solutions to problems facing tourism industry | Text books Chalk board illustration | MK SST BK.6pg 42 Functional SST book 5 page 75 | |
| | 5 & 6 | | | Agriculture (Farming) | The learner; i)defines agriculture ii)describes the historical background of agriculture in East Africa. | The learner; i)construct a sentence using agriculture/farming, arable land, plantation | <u>Agriculture</u> Definition:-Agriculture is the science and art of growing crops and rearing animals. -historical background – East Africa Agriculture pg 4 Related terms *Arable land-land suitable for growing crops. *Arable: Used or suitable for growing crops | Explanation Discussion Question and | Critical thinking Effective communication Fluency | Defining agriculture Describing the historical background of agriculture | Environment | East African Agriculture by DN Ngugi pg 4. P.6 curr. page 315-319 | |

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| | | | | | | | *plantation: A large piece of land used for growing for sale rather than for home use. -Why so much land in E. Africa is not suitable for the growing of crops *Lack of sufficient rainfall. | answer | Confidence | | | | |
| | 7 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES IN EAST AFRICA | | The learner; i)Identifies productive farming areas of East Africa | The learner; i)explains upper and lower zones, irrigation, sprinkling | <u>The productive farming area of E. Africa</u> a) The coastal areas b) The highlands (Lower zone – upper zone) c) The lake basin -Other areas where crops are grown a) <u>Marginal farming lands</u> :- These are areas with 750mm of rain a year e.g. millet, sorghum b) <u>The irrigated lands</u> :-These are areas with low rainfall- crops are grown by pumping or sprinkling water on to the fields from a near by river e.g. cotton, sugarcane, onion. | Explanation Discussion Question and answer | Identifying productive farming areas of East Africa | Unity Co-operation Awareness | c/board illustration Text books | E. African Agriculture pg 7-8 P.6 curr. page 315-319 | |
| 5 | 1 & 2 | | | Types of crops grown in East Africa | The learner; i)Identifies types and examples of crops grown in East Africa | The learner; i)spells and makes sentences using perennial, | <u>Types of crops grown in East Africa</u> i)perennial crops-crops lasting for along time before maturing e.g. coffee, sugarcane, tea pyrethrum, pineapples, flowers, sisal. | Guided discovery | Identifying the types and examples of crops | Unity Sharing Effective communication | c/board illustration | Mk SSTBK .6 pg 54-55 | |

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| | | | | | ii)states factors affecting distribution of crops | annual and oil crops distribution | ii)Annual crops – crops lasting for one year e.g. maize barley, wheat tobacco, cotton, sorghum iii)Oil crops- ground nuts, simsim iv)cereal crops –sorghum, rice crop distribution in East Africa (location on a map) -Factors affecting distribution of crops *climate-altitude market avail *soil fertility-latitude ability | Illustration | grown in East Africa Stating factors affecting crop distribution in East Africa | fluency confidence Critical thinking | Environment | | |
| | 3 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | | The learner; i)states the importance of agriculture | The learner; i)reads and spells the words correctly | <u>Importance of agriculture</u> -It provides food -A source of employment -A source of raw materials -Promotes trade -source of revenue <u>Problems facing Agriculture</u> -Pests and diseases -price fluctuation -climate (drought) -poor marketing -Lack of capital -Poor storage -Lack of enough skilled labour | Explanation Discussion | Stating the importance of agriculture to the people of East Africa | Co-operation Appreciation | Text books Environment | MK SST BK.6 pg 54-55 | |
| | 4 | | | | The learner; i)suggests solutions to problems | The learner: i)reads and spells | <u>Solutions to problems facing Agriculture</u> +By spraying | Question and | Suggesting solutions to | Sharing | c/board illustration | East Africa | |

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| | | | | | facing agriculture | he words correctly | -Agricultural education from Primary up to university -Research in agriculture should be expanded. -Methods of communicating new findings should be improved -Teaching farmers through practical demonstrations | answer | problems facing agriculture | Unity | Text books | Agriculture Pg 11 | |
| | 5 & 6 | | | Irrigation farming | The learner; i)describes irrigation farming | The learner; i)reads and spells correctly | <u>Irrigation farming in East Africa</u> -Definition of irrigation farming -The location of irrigation schemes in East Africa -Disadvantages of irrigation farming -Advantages of irrigation farming | Explanation Discovery | Stating the advantages and disadvantages of irrigation farming | Critical thinking | Text books c/boar d illustrations | Mk SST BK.6 pg 55 | |
| 6 | 7 & 1 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES IN EAST AFRICA | Minerals in East Africa | The learner; i)defines mining, mineral ii)lists methods used in mining | The learner; i) reads and uses the words connected to mining to construct sentences correctly | <u>Minerals/mining in East Africa</u> -Definition -They form natural resources of East Africa. There are many minerals with different appearance and chemical composition. Some hard and heavy while others are soft and light. -Minerals may be in solid or liquid form | Appreciation Sharing Unit y | Explanation Discussion Question and answer | Defining Listing Identifying | c/boar d illustration | East Africa Geography for Standard 6 pg 54-56 Mk std SST Rev. | |

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| | | | | | iii)Identifies the types of minerals iv)Mentions examples of minerals in East Africa | | -Distribution of minerals depends on the kinds of rock. -Methods of mining *Shaft mining *open cast mining *drilling (liquid minerals)e.g. petroleum oil <u>Types of minerals</u> -Metallic minerals -Non metallic minerals <u>Examples of minerals in East Africa</u> -copper-Kilembe -Diamond- Mwadui -Soda ash= L. Magadi -Limestone-R. Athi Tororo oil – Albertine region | | | | | page 259-262 | |
| | 2 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | Mineral Distribution | The learner; i)locates minerals in East Africa | The learner; i)reads and spells words correctly | Mineral distribution in East Africa. Location of minerals in East Africa | Sharing | Illustration | Locating mineral in East Africa | Chart Text books | Atlas pg 53 | |
| | 3 | | | The importance of minerals | The learner; i)states the importance of minerals in East Africa. | The learner; i)reads the words correctly ii)construct sentences using the terms | The importance of minerals 1.They are sources of raw materials for industries 2. Mineral sales are sources of income 3. Metallic minerals are source metals for making machines 4. Industrialisation | Unit y Sharing | Explanation Question and answer | Stating the importance of mineral | c/board illustrations | Standard Geography 7 pg 56-57 Mk std Rev. Upper page | |

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| | | | | | | related to minerals | 5. They help to produce finished goods | Co-operation | | | | 259-262 | |
| | 4 | | | | The learner; i)states problems facing mining in East Africa | The learner; i)construct sentences using related terms to problems facing mining in East Africa | Problems facing mining in East Africa. 1. Lack of power in some areas 2. Political instability 3. Lack of a good system of transport and communication 4. Lack of enough capital 5. Lack of experts 6. Low level of industrialization | Problem solving Discussion | Co-operation Unity | Stating problems facing mining | c/board illustration | Standard Geography 7 page 57 | |
| | 5 | LIVING TOGETHER IN EAST AFRICA | MAJOR RESOURCES OF EAST AFRICA | Solutions to problems facing the mining industry | The learner; i)suggests solutions to problems facing the mining industry | The learner; i)explains solutions ii)reads solution correctly | Solutions to problems facing the mining industry. 1. The government should increase on power generation. 2. The governments of East Africa should construct good roads 3. The government should train experts for mineral extraction. | Problem solving Question and answer | Appreciation Co-operation | Suggesting solutions | c/board illustration | Standard Geography 7 pg 57 Mk std SST Rev for upper 259-262 | |
| | 6 | | | | The learner; - lists the types of water bodies in East Africa. | The learner; - pronounces words related to | Types of water masses in East Africa and their examples. Locating water masser on the map of East Africa. | Problem solving | Appreciation | Locating water masser on the East | c/board illustration | | |

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| | | | | | - locates water bodies on the E African maps. - lists the importance of water bodies. | water bodies e.g water, oceans seas | Importance of lakes, rivers, oceans. | Question and answer Think, pair and share | Co-operation | African map | | Primary Six curriculum page 318 | |
| | 7 | | | Fishing | The learner; - defines fishing - tells the methods of fishing - mentions the importance of fishing - identifies the problems facing the fishing industry. | The learner; - pronounces words related to fishing e.g fishing, fisherman, fish monger etc.. | Definition of fishing Methods of fishing Examples of fish caught Importance of fishing Problems to solution related to fishing in East Africa | Problem solving Question and answer Brain storming | Appreciation Co-operation | Brain storming Guided discovery | Chalk board illustrations | Primary Six curriculum page 318 | |
| 7 | 1 | LIVING TOGETHER IN | TRANSPORT AND COMMUN | Transport social services | Learner, i)defines transport and social services | Learner i)explains and uses the new words | Transport *Definition *Types of transport *Means of transport -Traditional means | Explanation | Sharing Unity | Defining Stating | Chalk board illustration | Foundation SST Bk.6 page 171 | |

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| | | EAST AFRICA | ICAT ION | | ii)states the types of transport | ii)reads and pronounces the words correctly | a)Water(canoes, rafts, bridges, stepping Kayaks b)foot, animals, bridges, stepping stone, ropes | Discussion | Co-operation | Drawing | Text book | MK SST Book 6 page 152 | |
| | 2 | | TRANSPORT AND COMMUNICATION | Advantages and disadvantages of traditional means of communication | Learner, i)states advantages and disadvantages of the means of transport | Learner; i)reads and writes the related statements correctly | <u>Advantages of Traditional means of transport</u> i)They are cheap in terms of use ii)Easy to make iii)They are environmental friendly iv)They can be used by almost all people. v)Rare accidents involved <u>Disadvantages of traditional means</u> i)They are slow ii)They are not comfortable iii) They are not durable iv) They are not efficient | Question and answer | Appreciation | | Chart | Teacher's collection | |
| | 3 | | | Modern means of Transport | Learner, i)gives the modern means of transport ii)describes the Historical background of roads in East Africa | Learner; i)reads, spells and writes the related words correctly | <u>Modern means of transport</u> -Road, Railway, Water, Pipeline and Air <u>Road Transport</u> <u>Historical background of roads</u> *They were established during colonial rule. The E.African countries have built, repaired and | Inquiry | Effective communication | | | Fountain in Bk.6 pg 182-184 Mk std SST bk 6 page 152-154 | |

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| | | | | | | | maintained improved more roads. | | | | | | |
| 4 | LIVING TOGETHER IN EAST AFRICA | TRANSPORT AND COMMUNICATION | Transport | Learner, i)lists types of roads ii)identifies the two major roads in E. Africa | Learner, i)reads spells and pronounces the related words correctly | <u>Types of Roads</u> -Tarmac roads -Murrac roads -Definition of the two types of roads *Feeder roads and their advantages The two Great Roads of East Africa -The Grat North Road -The Trans African Highway | Expl anati on | | | | | | |

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| | | | | | in East Africa | | a)Inland ports: Uganda- Port Bell Bukakata, Entebbe--- Port Butiaba, Ntorokko on L. Albert | | | | | | |
| | 7 | LIVING TOGETHER IN EAST AFRICA | TRANSPORT AND COMMUNICATION | Transport | Learner i)Identifies both inland and seaports of East Africa | Learner, i)spells and writes the related words correctly | <u>Tanzania Inland ports</u> -port Bukoba, Mwanza and Musoma -Port Zanzibar, Port Kigoma on lake Tanganyika In Kenya Port Kisumu Rwanda-Burundi Port Bubumbura Sea ports (Harbours) -Tanzania- Dar-es-salaam, Tanga and Mtwara -Kenya – Port Mombasa, Malindi, Lamu | Illustration Inquiry Description Guided discovery | Sharining Unity Appreciation | Identifying in land and seaports of East Africa | Textbooks Chart | -do- | |
| 8 | 1 | | | Water transport | Learner, i)describes the background of water transport ii)suggests advantages and disadvantages of ports, water transport | Learner, i)writes words correctly ii)spells the related words correctly | <u>Historical Background of water transport</u> Water transport was promoted during colonial time to link productive areas to the railway by water. <u>Advantages of ports</u> -tohandle agricultural produce-To promote trade -To promote transport -To boost tourism -To reduce costs of transport -Help land locked countries handle exports and imports | | | Describing the background of water transport - suggest advantages of ports, and | Textbooks Chart | Mk SST Bk.6 pg 154-155 | |

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| | | | | | | | *Advantages and disadvantages of water transport | | | water transport | | | |
| | 2 | LIVING TOGETHER IN EAST AFRICA | TRANSPORT AND COMMUNICATION | Transport | Learner, i)describes the background information of railway transport ii)Identifies the railway lines built in East Africa iii)suggests major reasons for construction of the railway lines mentioned | Learner, i)reads, spells, pronounces and writes related words correctly | <u>Railway transport</u> *Historical background -The colonial rulers in East Africa built the railways to promote trade and make administration easy. The Germans first established the railway (Tanga-Korogwe) (1893-1902) Railways built in East Africa -Tanga-Korogwe (1893-1902) -Central Railway of Tanganyika (Kilosa – Mikumi, Kaliuwa- Mpanda, Tabora-Mwanza and Ruvu-Korogwe) -Tazara /Tanzam Railway(1910-1975) -The Kenya – Uganda Railway -Reasons for the construction of the mentioned railway lines. | Description Guided discussion Question and answer | Appreciation Sharining Unity Effective communication | Describing the historical background of railway transport | Textbooks Chart | MK SST Bk.6 pg 159 Founta in SST book 6 page 211-213 Founta in SST book 6 page 185-187 | |
| | 3 | | | | Learner, Describes the Kenya-Uganda Railway ii) states reasons for | Learner, i)writes the related words correctly | <u>The Kenya-Uganda Railway</u> *reasons for calling it The Uganda Railway -There was no country called Kenya by then It was known as British East Africa Protectorate | Guided discussion | Unity | | | Mk SST Bk.6 pg 161 | |

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| | | | | | Uganda Railway | | v)Sir Guildford Moles worth carried out last inspection | | | | | | |
| | 6 | | | | Learner, i)identifies the Railway lines built in Uganda and reasons for their construction | Learner, i)reads, spells and writes related words correctly | <u>Railway lines in Uganda</u> i)Jinja to Namasagali (1912) to collect cotton to Jinja ii)Kampala-PortBell (1913) iii) Kampala -Kasese (1956) to transport copper ore to Jinja for smelting iv)It reached Pakwach in 1965 to collect tobacco and cotton Drawing a map | | | Identifying Railway lines in Uganda | | Mk SST Nk 6 pg 160 | |
| | 7 | LIVING TOGETHER IN EAST AFRICA | TRANSPORT AND COMMUNICATION | Railway Transport | Learner, i)Identifies Railway lines in Tanzania | Learner, i)reads, spells and writes related words correctly | <u>In Tanzania (Railway lines)</u> i)Dar-es-Salaam to Kigoma ii)Tabora to Mwanza iii)Port Tanga to Moshi and then to Voi in Kenya iv)Tanzam to Kapiri Moshi in Zambia to export copper through Port Dar-es-salaam -To help develop Southern Tanzania *It was completed in 1975 by the Chinese Company | Explanation Discussion Question and answer | Appreciation Critical thinking | Identifying Railway lines in Tanzania | Chart Text books | Founta in SST Bk.6 Page 185-187 | |
| 9 | 1 & 2 | | | Effects of the Uganda Railway | Learner, i)states both positive and negative effects of the Uganda Railway. | The learner: - writes related words correctly. | <u>Effects of the Uganda Railway Positive effects</u> *It linked Uganda to the coast *Made communication between Uganda and Kenya easier *It helped to stop slave trade. *It helped to control and administer Uganda | Explanation Inquiry | Awareness Critical | Stating the positive and negative effects of the railway | Chalk board illustration | Mk SST Bk.6 pg 162-163 | |

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| | | | | | | | *It helped to bring about the Indian traders to spread through East Africa *It promoted the new economy of East Africa Negative effects *The colonialists used the railway to exploit East Africa’s resources *All African resistance against the colonialists was crushed. *Indians became closer agents of colonialists *Exploitation of African peasants | Guided discovery | thinking Appreciation | | | Fountain in SST Bk.6 pg 186-187 | |
| 3 & 4 | TRANSPORT AND COMMUNICATION | TRANSPORT | AIR TRANSPORT | Learner, i)describes the historical background of Air transport in East Africa ii)identifies the inventors of the first aircraft | Pilots Aviation Air hostess Air traffic Controllers Air field Air port Air craft Learner, explains terms related to the lesson as seen above | <u>Historical background</u> It began after the first World war. The first aircraft was built by Americans inventors. Orville and Wilbur Wright in 1903, in Carolina. The first aircraft in Uganda landed at PortBell in 1927. It is one of the most expensive types of transport. It is fast and used when transporting not too bulky goods. The air transport was controlled by the East African countries got their independence. | Description Explanation Observation | Critical thinking Unity Awareness Appreciation | Describing Identifying | Textbooks Chalk board illustration | SST Revision and practice pg 54-55 Mk DDT Bk.6 pg 155-159 | | |

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| | | | | | | | Air transport offers both internal and external flights Internal airports External/International airports | | | | | | |
| | 5 | | | | iii)states advantages and disadvantages of Air transport. | | <u>Advantages of air transport</u> *it is the fastest type of transport *It is comfortable *It links different regions of the world <u>Disadvantages</u> *It is expensive * | Awareness Appreciation Problem solving | Guided Discovery | Stating | Chalk board illustration Chart | Mk SST k.6 pg 155-159 Founta in SST Bk.6 pg 190-191 | |
| | 6 | LIVING TOGETHER IN EAST AFRICA | TRANSPORT AND COMMUNICATION | Pipeline Transport | Learner, i)describes pipeline transport ii)Identifies pipelines in East Africa iii)states advantages and disadvantages of pipeline transport | Learner, i)pronounces spells and writes words related to pipeline transport | <u>PIPELINE</u> Pipe-line transport is one of the modern means of transporting petroleum The first pipeline that runs from 'dar-es-salaam to the copper belt at Ndola in Zambia. Was built by Italians and it was completed in 1968. -In Kenya, Mombasa- Nairobi Eldoret-Kisumu -Proposed Oil pipe line- Eldoret- Kampala -Advantages of pipeline transport. -Disadvantages of pipeline transport. | Explanation Discussion Question and answer | Critical thinking Problem solving Appreciation | Describing Identifying Stating | Resources Chalk board illustration | Mk SST Bk.6 pg 163-164 | |

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| | 7 | LIVING TOGETHER IN EAST AFRICA | COMMUNICATION | COMMUNICATION | Learner, i)defines communication ii)Identifies types of communication iii)lists means of traditional communication iv)gives challenges of traditional communication | Learner, i)reads, spells, pronounces and writes related words correctly | <u>COMMUNICATION</u> Definition of communication. The sending and receiving of messages. -Types of communication -Traditional communication -Modern communication. Traditional communication drums, alarms, horns, smoke specialized messengers, rock pictures, signs, trumpets, whistles. -challenges of traditional communication | Question and answer Guided discovery | Awareness Appreciation Unity | Defining Drawing | Real life situation (environment) | SST Revision and Practice pg 56-57 | |
| 10 | 1 | | | | i)Lists means of modern communication | i)pronounces, draws and writes correctly | <u>Modern communication</u> -Using the post office telegrams, mails, telephones mobile, land lines, radiocalls | Observation | Sharing Unity | Drawing | Classroom environment (phones) | -do- | |
| | 2 | LIVING TOGETHER IN EAST AFRICA | TRANSPORT AND COMMUNICATION | COMMUNICATION | Learner, i)explains related terms of the lesson ii)states advantages | Modern Broadcast Telecast Publish | <u>COMMUNICATION</u> The internet, Emails, telex faxes, televisions(mass media) News papers, Radios Advantages of modern communication (Telecommunication) | Explanation Discussion | Awareness Critical thinking | Explaining Stating advantages of | News papers Radios | SST Revision & Practice pg 56-57. | |

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| | | T AFRI CA | ICAT ION | | of modern communica tion | | -It is very fast, clear efficient -promoted trade, both local National and international -eased provision of services -security. Payment of goods and services eased. | Guid ed disco very | Appre ciation Unity | Modern commu nication | | | |
| | 3 | | | | Learner, i)states challenges of Modern communica tion | Illiteracy Interfere | <u>Challenges of communication</u> -High illiteracy rate -High poverty rate -lack of enough awareness -Poor government efforts -Lack of enough funds -foreign interferences -Low levels of science and technology. | Probl em solvi ng Inqui ry Guid ed disco very | Proble m solvin g Sharin g Critica l thinkin g | Stating challen ges of Modern commu nication | Chalk board illustr ation | -do- | |
| | 4 | | | | Learner, i)suggests solutions over challenges to Modern communica tion | Literacy Policies | -Solutions to overcome challenges -Promote UPE, USE Adult functional literacy -Industrialisation -create awareness -enact laws and policies geared to promote communication | Probl em solvi ng Guid ed disco very Awa renes s | Critica l thinkin g Effecti ve commu nicati on | Suggest ing solutio ns | Chalk board illustr ation | -do- | |

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