

KLB VISIONARY SOCIAL STUDIES ACTIVITIES.

GRADE SIX (6) SCHEMES OF WORK

School

Teacher's Name

Term

Year

Wk	Ls n	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Re fl
1	1	NATURAL AND THE BUILT ENVIRONMENT	<i>Position and size of Countries of Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Name the countries of Eastern Africa. b. Describe the position and size of countries in Eastern Africa. c. Support the unity of Eastern African countries.	How would we describe the position of countries in Eastern Africa? 2. How do we locate places on a map?	Learners are guided to: • Brainstorm in pairs, identify countries in Eastern Africa, and share in class. • Locate in groups, the position of countries in Eastern Africa using an atlas/appropriate media. • Sing the East African Community Anthem.	• Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.1-4 KLB Visionary SST Grd. 6 learners bk. Pg.1-5	Oral questions, observation , questionnaire, checklist	
	2		<i>Position and size of Countries of Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Name the countries of Eastern Africa. b. Describe the position and size of countries in Eastern Africa. c. Support the unity of Eastern African countries..	How would we describe the position of countries in Eastern Africa? 2. How do we locate places on a map?	Learners are guided to: • Brainstorm in pairs, identify countries in Eastern Africa, and share in class. • Locate in groups, the position of countries in Eastern Africa using an atlas/appropriate media. • Sing the East African Community Anthem.	• Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.1-4 KLB Visionary SST Grd. 6 learners bk. Pg.1-5	Oral questions, observation , questionnaire, checklist	

3		<i>Locating places on a map using latitudes and longitude, the unity of eastern African countries</i>	By the end of the lesson, the learner should be able to: a. Use latitudes and longitudes to locate places on a map. b. Identify the location of various countries in eastern Africa c. Support the unity of Eastern African countries.	How would we describe the position of countries in Eastern Africa? 2. How do we locate places on a map?	Learners are guided to: • Draw, colour and display the map of Eastern Africa in class. • Play games in groups on position and sizes of countries in Eastern Africa. • Brainstorm in groups on the difference between latitudes and longitudes. • In pairs, identify latitudes and longitudes of Eastern Africa using appropriate media. Draw latitudes and longitudes on a sketch map of Eastern Africa. • Practise locating places on a map using latitudes and longitudes using appropriate media. • Play computer games on latitudes and longitudes. • Sing the East African Community Anthem.	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.4-5 KLB Visionary SST Grd. 6 learners bk. Pg.5-11	Oral questions, observation, questionnaire, checklist	
2	1	Main physical features in Eastern Africa	By the end of the lesson, the learner should be able to: a. Identify the main physical features in Eastern Africa. b. Observe photos of the physical features in eastern Africa c. Value the physical features within the locality.	What physical features are found in our locality?	Learners are guided to: • Brainstorm, in pairs, on the meaning of a physical feature. • Discuss, in groups, and identify the main physical features in Eastern Africa Mountains (Volcanic and block) Rift Valleys Lakes, Plains	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.6-8 KLB Visionary SST Grd. 6 learners bk. Pg.12-16	Oral questions, observation, questionnaire, checklist	

	2		<i>Formation of the main physical features of eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Describe the formation of the main physical features of Eastern Africa to promote communication and collaboration competency. b. Draw various physical features in Easter Africa c. Value the physical features within the locality.	What physical features are found in our locality?	Learners are guided to: • Use digital devices to describe the formation of the main physical features in Eastern Africa.	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.8-9 KLB Visionary SST Grd. 6 learners bk. Pg.16-22	Oral questions, observation, questionnaire, checklist	
	3		<i>Formation of the main physical features of eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Describe the formation of the main physical features of Eastern Africa to promote communication and collaboration competency. b. Draw various physical features in Easter Africa c. Value the physical features within the locality.	What physical features are found in our locality?	Learners are guided to: • Use digital devices to describe the formation of the main physical features in Eastern Africa.	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.8-9 KLB Visionary SST Grd. 6 learners bk. Pg.16-22	Oral questions, observation, questionnaire, checklist	
3	1		<i>Map of eastern Africa showing main physical features</i>	By the end of the lesson, the learner should be able to: a. Draw a map of Eastern Africa and locate the main physical features. b. Conserve the physical features within the locality to promote environmental education. c. Identify physical features	What physical features are found in our locality?	Learners are guided to: • Use an atlas to locate the main physical features in Eastern Africa. • Draw a map of Eastern Africa, locate the main physical features, and display in class. • Explore and identify the physical features within the	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary	Oral questions, observation, questionnaire, checklist	

				within the locality d. Value the physical features within the locality.		locality.	SST Grd. 6 TG Pg.9-10 KLB Visionary SST Grd. 6 learners bk. Pg.22-26		
2	Climatic regions in Eastern Africa	<i>Main climatic regions in Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Identify the main climatic regions in Eastern Africa. b. Draw various climatic features of eastern Africa c. Appreciate the climatic regions in Eastern Africa	How does Climate influence Human activities?	Learners are guided to: • Brainstorm, in pairs, the climatic regions in Eastern Africa and list them down. • Locate the main climatic regions in Eastern Africa on a map.	• Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.12-14 KLB Visionary SST Grd. 6 learners bk. Pg.27-28	Oral questions, observation, questionnaire, checklist		
3		<i>Characteristic of the main climatic regions of eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Identify the main climatic regions in Eastern Africa. b. Describe characteristics of the main climatic regions in Eastern Africa. c. Appreciate the climatic regions in Eastern Africa	How does Climate influence Human activities?	Learners are guided to: • Brainstorm, in pairs, the climatic regions in Eastern Africa and list them down. • Locate the main climatic regions in Eastern Africa on a map. • Discuss, in groups, the characteristics of climatic regions in Eastern Africa, and do class presentations.	• Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.14-15 KLB Visionary SST Grd. 6 learners bk. Pg.28-29	Oral questions, observation, questionnaire, checklist		
4	1	<i>Characteristic of the main climatic regions of eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Identify the main climatic regions in Eastern Africa. b. Describe characteristics of	How does Climate influence Human activities?	Learners are guided to: • Brainstorm, in pairs, the climatic regions in Eastern Africa and list them down. • Locate the main climatic	• Real objects • Maps • Photographs, pictures and paintings	Oral questions, observation, questionnaire		

			<p>the main climatic regions in Eastern Africa.</p> <p>c. Appreciate the climatic regions in Eastern Africa</p>		<p>regions in Eastern Africa on a map.</p> <ul style="list-style-type: none"> • Discuss, in groups, the characteristics of climatic regions in Eastern Africa, and do class presentations. 	<ul style="list-style-type: none"> • Flash cards and posters • Charts • Display boards <p>KLB Visionary SST Grd. 6 TG Pg.14-15</p> <p>KLB Visionary SST Grd. 6 learners bk. Pg.28-29</p>	re, checklist	
2		<i>Map of eastern Africa showing the main climatic regions</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Describe characteristics of the main climatic regions in Eastern Africa.</p> <p>b. Model a map of Eastern Africa showing the main climatic regions to promote creativity and imagination.</p> <p>c. Appreciate the climatic regions in Eastern Africa</p>	How does Climate influence Human activities?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Find out the characteristics of climatic regions in Eastern Africa using digital devices. 	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards <p>KLB Visionary SST Grd. 6 TG Pg.15-16</p> <p>KLB Visionary SST Grd. 6 learners bk. Pg.30</p>	Oral questions, observation, questionnaire, checklist	
3		<i>Influence of climatic on human activities in eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Model a map of Eastern Africa showing the main climatic regions to promote creativity and imagination.</p> <p>b. Discuss how climate influence human activities in Eastern Africa.</p> <p>c. Appreciate the climatic regions in Eastern Africa</p>	How does Climate influence Human activities?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Model a map of Eastern Africa showing the main climatic regions. • Use appropriate media to find out how climate influence human activities and share in class. 	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards <p>KLB Visionary SST Grd. 6 TG Pg.16</p> <p>KLB Visionary SST Grd. 6 learners bk. Pg.31-33</p>	Oral questions, observation, questionnaire, checklist	

5	1	Vegetation in eastern Africa	<i>Main types of vegetation in Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Identify the main types of vegetation in Eastern Africa b. Draw a map of Eastern Africa and locate the main types of vegetation. c. Value vegetation found at home and school.	How can we conserve vegetation in our environment?	Learners are guided to: • Think pair and share on the meaning of vegetation. • Brainstorm, in pairs, name the main types of vegetation in Eastern Africa, and share in class. Locate the main vegetation types in Eastern Africa using digital devices. • Identify different types of vegetation in Eastern Africa using pictures/ photos/ print media.	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards <p>KLB Visionary SST Grd. 6 TG Pg.18-21 KLB Visionary SST Grd. 6 learners bk. Pg.34-37</p>	Oral questions, observation, questionnaire, checklist	
	2		<i>Characteristic of the main types of vegetation in Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Draw a map of Eastern Africa and locate the main types of vegetation. b. Describe the characteristics of the main types of vegetation in Eastern Africa. c. Value vegetation found at home and school.	How can we conserve vegetation in our environment?	Learners are guided to: • Discuss, in groups, and describe the characteristics of the main types of vegetation in Eastern Africa. • Draw and display in class a map indicating the main types of vegetation in Eastern Africa. • Illustrate mountain vegetation using a diagram	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards <p>KLB Visionary SST Grd. 6 TG Pg.21 KLB Visionary SST Grd. 6 learners bk. Pg.37-39</p>	Oral questions, observation, questionnaire, checklist	
	3		<i>Characteristic of the main types of vegetation in Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Draw a map of Eastern Africa and locate the main types of vegetation. b. Describe the characteristics of the main types of vegetation in Eastern Africa.	How can we conserve vegetation in our environment?	Learners are guided to: • Discuss, in groups, and describe the characteristics of the main types of vegetation in Eastern Africa. • Draw and display in class a map indicating the main types of vegetation in Eastern Africa.	<ul style="list-style-type: none"> • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards 	Oral questions, observation, questionnaire, checklist	

				c. Value vegetation found at home and school.		• Illustrate mountain vegetation using a diagram	KLB Visionary SST Grd. 6 TG Pg.21 KLB Visionary SST Grd. 6 learners bk. Pg.37-39		
6	1		<i>Planting and caring for vegetation at school</i>	By the end of the lesson, the learner should be able to: a. Describe the characteristics of the main types of vegetation in Eastern Africa. b. Plant and care for vegetation at school to promote environmental education. c. Value vegetation found at home and school.	How can we conserve vegetation in our environment?	Learners are guided to: • Plan and write down, in groups, how they will conserve vegetation within the school compound. • Plant and care for vegetation at school.	• Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.21-23 KLB Visionary SST Grd. 6 learners bk. Pg.40-41	Oral questions, observation, questionnaire, checklist	
	2	Historical built environments in Eastern Africa	<i>The main historic built environment in Eastern Africa</i>	By the end of the lesson, the learner should be able to: a. Identify the main historic built environments in Eastern Africa. b. Create a cultural corner in school for preservation of culture to promote citizenship competency. c. Conserve historical buildings within the locality to promote patriotism.	Why should we conserve the historic built environments	Learners are guided to: • Using appropriate media/photographs/pictures/Newspaper cuttings identify the historic built environments in Eastern Africa (<i>Museums, Monuments and historical buildings</i>). • Discuss, in groups, the main historic built environments in Eastern Africa.	• Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Charts • Display boards KLB Visionary SST Grd. 6 TG Pg.24-26 KLB Visionary SST Grd. 6 learners bk. Pg.42-44	Oral questions, observation, questionnaire, checklist	
	3		<i>Importance of the main</i>	By the end of the lesson, the learner should be able to:	Why should we conserve	Learners are guided to: • Create and recite poems	• Real objects • Maps	Oral questions,	

			<i>historic built environments in Eastern Africa</i>	<ol style="list-style-type: none"> Discuss the importance of the main historic built environments in Eastern Africa. Create a cultural corner in school for preservation of culture to promote citizenship competency. Conserve historical buildings within the locality to promote patriotism. 	the historic built environments	<p>on the importance of historic built environments in Eastern Africa.</p> <ul style="list-style-type: none"> Engage with a resource person to learn about the importance 	<ul style="list-style-type: none"> Photographs, pictures and paintings Flash cards and posters Charts Display boards <p>KLB Visionary SST Grd. 6 TG Pg.26-27 KLB Visionary SST Grd. 6 learners bk. Pg.45-47</p>	observation , questionnaire, checklist	
7	1		<i>Importance of the main historic built environments in Eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Discuss the importance of the main historic built environments in Eastern Africa. Create a cultural corner in school for preservation of culture to promote citizenship competency. Conserve historical buildings within the locality to promote patriotism. 	Why should we conserve the historic built environments	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Create and recite poems on the importance of historic built environments in Eastern Africa. Engage with a resource person to learn about the importance 	<ul style="list-style-type: none"> Real objects Maps Photographs, pictures and paintings Flash cards and posters Charts Display boards <p>KLB Visionary SST Grd. 6 TG Pg.26-27 KLB Visionary SST Grd. 6 learners bk. Pg.45-47</p>	Oral questions, observation , questionnaire, checklist	
	2		<i>Conserving Historical buildings within the locality</i>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify the main historic built environments in Eastern Africa. Recite poems on historical built environments Demonstrate care in conserving historical 	Why should we conserve the historic built environments	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Create and recite poems on the importance of historic built environments in Eastern Africa. Engage with a resource person to learn about the importance of conserving historical built environments 	<ul style="list-style-type: none"> Real objects Maps Photographs, pictures and paintings Flash cards and posters Charts Display boards 	Oral questions, observation , questionnaire, checklist	

				buildings within the locality to promote patriotism.			KLB Visionary SST Grd. 6 TG Pg.27-28 KLB Visionary SST Grd. 6 learners bk. Pg.47-49		
3	PEOPLE, POPULATION AND SOCIAL ORGANIZATIONS	<i>Language group in Eastern Africa: classification of communities in eastern Africa according to language groups</i>	By the end of the lesson, the learner should be able to: a. Classify communities in Eastern Africa according to language groups b. Draw movement followed by selected language groups in eastern Africa. c. Support unity of language groups in Eastern Africa.	What happens when people move and settle in a new place?	Learners are guided to: • Find out from parents/guardians and elders about the myths and stories of their origin and share in class. • Identify selected language groups in Eastern Africa using appropriate media and present in class (<i>Cushites, Bantu, Nilotes, and Semites</i>). • Brainstorm, in groups, on the origins of the selected language groups in Eastern Africa and share in class.	Maps, photographs, pictures, worksheets, TV, newspaper cuttings KLB Visionary SST Grd. 6 TG Pg.29-33 KLB Visionary SST Grd. 6 learners bk. Pg.50-52	Oral questions, observation, questionnaire, checklist		
8	1	<i>Language group in Eastern Africa: classification of communities in eastern Africa according to language groups</i>	By the end of the lesson, the learner should be able to: a. Classify communities in Eastern Africa according to language groups b. Draw movement followed by selected language groups in eastern Africa. c. Support unity of language groups in Eastern Africa.	What happens when people move and settle in a new place?	Learners are guided to: • Trace the movement and settlement of selected language groups in Eastern Africa using appropriate media and do class presentations. • Draw the movement routes followed by the selected language groups on a map of Eastern Africa.	Maps, photographs, pictures, worksheets, TV, newspaper cuttings KLB Visionary SST Grd. 6 TG Pg.29-33 KLB Visionary SST Grd. 6 learners bk. Pg.50-52	Oral questions, observation, questionnaire, checklist		
	2	<i>Reasons for migration and settlement of selected Language groups in</i>	By the end of the lesson, the learner should be able to: a. Examine the reasons for migration of selected language groups into Eastern Africa.	What happens when people move and settle in a new place?	Learners are guided to: • Do library research and write down the communities in Eastern Africa according to selected language groups. Use digital devices to	Maps, photographs, pictures, worksheets, TV, newspaper cuttings KLB Visionary	Oral questions, observation, questionnaire,		

			<i>Eastern Africa</i>	<p>b. Illustrate the movement and settlement of the selected language groups in Eastern Africa on a map to promote creativity and imagination.</p> <p>c. Support unity of language groups in Eastern Africa.</p>		establish reasons for migration of selected language groups into Eastern Africa.	SST Grd. 6 TG Pg.33 KLB Visionary SST Grd. 6 learners bk. Pg.53-58	checklist	
	3		<i>Reasons for migration and settlement of selected Language groups in Eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Examine the reasons for migration of selected language groups into Eastern Africa.</p> <p>b. Illustrate the movement and settlement of the selected language groups in Eastern Africa on a map to promote creativity and imagination.</p> <p>c. Support unity of language groups in Eastern Africa.</p>	What happens when people move and settle in a new place?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Do library research and write down the communities in Eastern Africa according to selected language groups. <p>Use digital devices to establish reasons for migration of selected language groups into Eastern Africa.</p>	<p>Maps, photographs, pictures, worksheets, TV, newspaper cuttings</p> <p>KLB Visionary SST Grd. 6 TG Pg.33 KLB Visionary SST Grd. 6 learners bk. Pg.53-58</p>	Oral questions, observation, questionnaire, checklist	
9	1		<i>Effects of the migration and settlement of selected language groups in Eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Classify communities in Eastern Africa according to language groups.</p> <p>b. Discuss the effects of the migration and settlement of selected language groups in Eastern Africa.</p> <p>c. Support unity of language groups in Eastern Africa.</p>	What happens when people move and settle in a new place?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Discuss, in groups, the effects of movement and settlement of selected language groups in Eastern Africa and do presentations in class. • Develop communication messages on importance 	<p>Maps, photographs, pictures, worksheets, TV, newspaper cuttings</p> <p>KLB Visionary SST Grd. 6 TG Pg.34-35 KLB Visionary SST Grd. 6 learners bk. Pg.59-62</p>	Oral questions, observation, questionnaire, checklist	
	2	Population distribution in Eastern Africa	<i>Factors influencing population distribution in eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Explain factors influencing population distribution in Eastern Africa.</p>	Why are some parts of Eastern Africa more populated than others?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Find out the meaning of population distribution and share in class. • Brainstorm, in pairs, on factors influencing 	<p>Maps, photographs, pictures, worksheets, TV, newspaper cuttings</p>	Oral questions, observation, questionnaire,	

				<p>b. Use a map of Eastern Africa to show population distribution</p> <p>c. Appreciate population distribution in Eastern Africa.</p>		<p>population distribution in Eastern Africa and share in class.</p>	<p>KLB Visionary SST Grd. 6 TG Pg.36-39</p> <p>KLB Visionary SST Grd. 6 learners bk. Pg.63-65</p>	<p>checklist</p>	
	3		<i>Factors influencing population distribution in eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Explain factors influencing population distribution in Eastern Africa.</p> <p>b. Use a map of Eastern Africa to show population distribution</p> <p>c. Appreciate population distribution in Eastern Africa.</p>	<p>Why are some parts of Eastern Africa more populated than others?</p>	<p>Learners are guided to:.</p> <ul style="list-style-type: none"> • Brainstorm, in pairs, on factors influencing population distribution in Eastern Africa and share in class. • Identify areas of high and low population density in Eastern Africa using appropriate media. 	<p>Maps, photographs, pictures, worksheets, TV, newspaper cuttings</p> <p>KLB Visionary SST Grd. 6 TG Pg.36-39</p> <p>KLB Visionary SST Grd. 6 learners bk. Pg.63-65</p>	<p>Oral questions, observation , questionnaire, checklist</p>	
10	1		<i>Effects of high population in eastern Africa</i>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Use a map of Eastern Africa to show population distribution.</p> <p>b. Explain effects of high population density in Eastern Africa to promote communication and collaboration.</p> <p>c. Appreciate population distribution in Eastern Africa.</p>	<p>Why are some parts of Eastern Africa more populated than others?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • In pairs, draw a map of Eastern Africa and locate areas of high and low population density. • Discuss, in groups, the effects of high population density in Eastern Africa and write a report. 	<p>Maps, photographs, pictures, worksheets, TV, newspaper cuttings</p> <p>KLB Visionary SST Grd. 6 TG Pg.39-40</p> <p>KLB Visionary SST Grd. 6 learners bk. Pg.66-68</p>	<p>Oral questions, observation , questionnaire, checklist</p>	
	2	ASSESSMENT/CLOSING							
	3								