**HISTORY SCHEMES OF WORK**

**FORM ONE 2016**

**TERM I**

**EFERENCES:**

1. KLB
2. The Evolving World
3. Milestone in History
4. Gateway
5. KLB

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Coordinated by KENPRO, Macjo Arcade, 4th Floor, Suite 15E, Off Magadi Road, Ongata Rongai |Tel: +254202319748 |

E-mail: infosnkenya@gmail.com | Website: [www.schoolsnetkenya.com/](http://www.schoolsnetkenya.com/)

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1-4 | REPORTING | | | | | | |  |
| 5 | 1 | Introduction to History and Government | Meaning of history  Meaning of Government | By the end of the lesson, the learner should be able to  Define the term history  Explain the meaning of the term government | Explaining the meaning of the terms history and government  Student writing down important points  Asking questions  Answering questions  Note taking by the teacher on the chalk board | Chalk board  Students book  Pictures  Charts  Handouts  Realia | Milestone in History and Government page 1-2  Evolving world Bk 21 page 1-2  K.I.E Bk 1 page 1-2  K.L.B Bk 1 page 1-2  Gateway page 1 |  |
|  | 2 | Introduction to history and government | Sources of information on history and Government  Unwritten source  Oral tradition  Limitations of oral tradition  Archeology  Paleontology | By the end of the lesson, the learner should be able to  Identify the source of information on history and Government. Oral traditions and its limitations  Archeology  Paleontology | Explanation  Discussion  Asking and answering questions  Giving assignment  Note taking | Charts  Students book  Maps  Picture  Handouts  Realia | Milestone in History and Government page 2-4  Evolving world Bk 21 page 1-2  K.I.E Bk 1 page 6-15  K.L.B Bk 1 page 2-6  Gateway Revision page 1 |  |
|  | 3 | Introduction to History and Government | Anthropology  Geology  Genetics | By the end of the lesson, the learner should be able to  Explain anthropology, Geology and Genetics as sources of information on History and Government | Explanations  Discussions  Answering questions  Asking questions  Note taking | Text book  Hand outs  Picture maps  Realia  Teachers guide  Resource person | Milestone in History and Government page 26-27  Evolving world Bk 21 page 1-2  K.I.E Bk 1 page 8-10  K.L.B History and Government Bk 1 page 4  Gateway Revision page 2-3 |  |
| 6 | 1 | Introduction to History and Government | Linguistics  Ethnology  Resources person | By the end of the lesson, the learner should be able to  Explain linguistics ethnology and resource persons  A source of information on History and Government  State advantages and limitations of linguistics | Explanations on content  Discussions  Asking and answering questions  Note taking | Chart  Realia  Hand outs  Students book  Audio Visual Radio | Milestone in History and Government page 6-7  Milestone Teachers guide 226  Evolving world Bk 21 page 12-15  K.L.B History and Government Bk 1 page 2-6  Gateway Revision page 3-4 |  |
|  | 2 | Introduction to History and Government | Mass media  Written sources and their limitations | By the end of the lesson, the learner should be able to:  Explain mass media and written sources of information on History  State the limitations of written sources | Discussions  Explanations  Asking and answering questions  Note taking  *© Education Plus Agencies* | Charts  Realia  Handouts  Students book  Audio visual radio | Milestone in History and Government page 6-7  Milestone Teachers guide 226  Evolving world Bk 21 page 12-15  K.L.B History and Government Bk 1 page 2-6  Gateway Revision page 3-4 |  |
|  | 3 | Introduction to History and Government | Importance of studying history  Importance of studying Government | By the end of the lesson, the learner should be able to  Explain the importance of studying History and Government | Explaining the importance of studying history and Government  Note taking  Discussions  Asking questions  Answering questions | Picture  Handouts  Teachers book  Students book  Charts  Realia | Milestone in History and Government page 6-7  Milestone Teachers guide 26  Evolving world Bk 21 page 4-5  K.L.B History and Government Bk 1 page 6-7  Gateway Revision page 3-4 |  |
| 7 | 1 | Early Man | The origin of early man  Mythical theory  Creation theory  Evolution theory | By the end of the lesson, the learner should be able to  Explain the origin of man as given in the mythical theory, creation and evolution theory | Discussions on the origin of man  Asking and answering questions  Note taking | Photographs  Students book  Pictures  Handouts  Teachers guide book  Charts  maps | Milestone in History and Government page 8-9  Milestone Teachers guide 26  Evolving world Bk 2 page 16  K.L.B History and Government Bk 1 page 8-9  Gateway Revision page 3-4 |  |
|  | 2 | Early man | Evolution of Man  Meaning of evolution  Stages in the evolution of man  Aegyptopitism  Dryopitr | By the end of the lesson, the learner should be able to  explain and identify the stages through which a man evolved  Aegytopithecus  Dryopithecus | Explaining the stages of evolution  Discussing time different features of man at each stage  Asking and answering question  Note taking | Maps  Students book  Teachers guide  Hand outs  Charts  Maps  Pictures | Milestone in History and Government page 9-11  Milestone Teachers guide 26  Evolving world Bk 2 page 17-29  K.L.B History and Government Bk 1 page 9-21  Gateway Revision page 5 |  |
|  | 3 | Early man | Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape)  Australopithecus | By the end of the lesson, the learner should be able to  Identify and explain the stages through which man evolved i.e  kenyapithecus  Ramapithecus  Australopithecus | Explaining the stages of evolution  Discussing  Describing  Answering questions  Asking questions | Charts  Students book  Photographs  Pictures  Hand outs | Milestone in History and Government form 1 page 11-12  Milestone Teachers guide 31  Evolving world Bk 2 page 19-22  K.L.B History and Government Bk 1 page 11-16 |  |
| 8 | 1 | Early man | Evolution of man  Homohabilis (handy man)  Homo Erectures (upright man) | By the end of the lesson, the learner should be able to  Explain the stages through which man evolved i.e homohabilis and erectus | Explanation  Discussing  Describing  Questions and answers | Chart  Pictures  Students book  Teachers book  Realia  Hand outs | Milestone in History and Government form 1 page 13-14  Milestone Teachers guide 31  K.L.B History and Government Bk 1 page 11-14 |  |
|  | 2 | Early Man | Homo Sapies( intelligent man  Rhodesium man  Neanderthan man  Cro-magnion | By the end of the lesson, the learner should be able to  State characteristics of Homo sapies, Rhodesium, cro-magnon  Explain the stages through which man evolved | Explanations  Discussions  Questions and answers | Text book  Maps  Pictures/photographs  Documents  Handouts  Resource person | Milestone in History and Government form 1 page 13-14  Milestone Teachers guide 31  Evolving world Bk 2 page 22-23  K.L.B History and Government Bk 1 page 14-16  Gateway Revision page 7 |  |
|  | 3 | Early man | Evolution of man  Homo sapiens | By the end of the lesson, the learner should be able to  Explain the stages through which man evolved 1.e Homo Sapiens, Sapiens  State the characteristics of Homo Sapiens-Sapiens | Drawing a picture of Homo sapiens sapiens  Note taking  Explaining the characteristics of Homo Sapiens Sapiens | Maps  Photographs  Students book  Teachers guide  Revision  Resource person  Documents  Realia | Milestone in History and Government form 1 page 14-15  Milestone Teachers guide 31  Evolving world Bk 2 page 23-24  K.L.B History and Government Bk 1 page 16  Gateway Revision page 7 |  |
| 9 | 1 | Early man | Cultural and economic practices of early man  Early stone age/ lower paleolithition and 2nd phase | By the end of the lesson, the learner should be able to  Explain the cultural and economic practices of man during the milestone age | Explanations  Discussions  Note taking  Asking and answering questions | Students book  Charts  Realia  Pictures  Documentaries  Gateway revision  Resource person  Views pages  Cuttings | Milestone in History and Government form 1 page 14-15  Milestone Teachers guide 31  Evolving world Bk 2 page 24-28  K.L.B History and Government Bk 1 page 16-20  Gateway Revision page 7 |  |
|  | 2 | Early man | Middle stone age/middle Paleolithic use and 2nd phases | By the end of the lesson, the learner should be able to  Explain the cultural and economic practices of man during the late stone age  Explain the economic practices of man during their stage | Explaining the cultural and economic practices of early man in middle stone age  Discussions  Note taking  Asking and answering questions | Maps  Photographs  Students book  Realie  Resource person  Documentary  Newspaper cuttings  Hand outs  pictures | Milestone in History and Government form 1 page 17-18  Milestone Teachers guide 31  Evolving world Bk 2 page 24-28  K.L.B History and Government Bk 1 page 18-19  Gateway Revision page 8-9 |  |
|  | 3 | Early man | The late stone age/upper Paleolithic 15,000-8,000 years ago | By the end of the lesson, the learner should be able to  Explain the cultural and economic practices of man during the late stone age  Explain the economic practices of man during their stage | Explanation  Discussions  Note taking  Asking questions and answering questions | Maps  Photographs  Students book  Realie  Resource person  Documentary  Newspaper cuttings  Hand outs  Pictures | Milestone in History and Government form 1 page 18-19  Milestone Teachers guide 31  Evolving world Bk 2 page 27  K.L.B History and Government Bk 1 page 19-21  Gateway Revision page 9-10 |  |
| 10 | 1 | Development of Agriculture | Development of early Agriculture  Beginning of crop growing  The beginning of animal domestication | By the end of the lesson, the learner should be able to  State factors that contribute to the beginning of crop growing  State factors that led to domestication of animals | Discussions  Explanations  Demonstrations  Drawing  Asking and answering questions  Note taking | Maps  Charts  Students book  Hand outs  Pictures  Realia  Resource person  Documents  Teacher’s guide | Milestone in History and Government form 1 page 20-21  Milestone Teachers guide 35-36  Evolving world Bk 2 page 30-33  K.L.B History and Government Bk 1 page 22-24  Gateway Revision page 11-12 |  |
|  | 2 | Development of Agriculture | Early Agriculture in Egypt  Characteristics of early Agriculture  Impact of Early Agriculture in Egypt | By the end of the lesson, the learner should be able to  State the characteristics of early Agriculture  Explain the impact of early Agriculture in Egypt | Explanations  Discussions  Asking and answering questions  Drawing map of Egypt  Note taking | Maps  Charts  Students book  Picture  Hand outs  Resource person | Milestone in History and Government B1 page 21-23  Milestone Teachers guide 36  Evolving world Bk 2 page 36-38  K.L.B History and Government Bk 1 page 24-26 |  |
|  | 3 | Development of Agriculture | Early Agriculture in Mesopotamian  Characteristic of early Agriculture in Mesopotamia  Impacts of early Agriculture in Mesopotamia | By the end of the lesson, the learner should be able to  Identify the characteristics of early Agriculture in Mesopotamia  Explain the impacts of early Agriculture in Mesopotamia | Explanation  Discussions  Asking and answering questions  Note taking | Maps  Photographs  Students book  Teachers guide  Pictures  Hand-outs  Realia  Resource person  documents | Milestone in History and Government form 1 page 23-25, 24-26  Milestone Teachers guide 36  Evolving world Bk 2 page 34-35  K.L.B History and Government Bk 1 page 25-26 |  |
| 11 | 1 | Development of Early Agriculture | The Agricultural Revolution | By the end of the lesson, the learner should be able to  Define the term Agrarian Revolution  Explain the farming methods in Britain after the Agrarian Revolution | Discussions  Explanations  Asking and answering questions  Writing down important points  Demonstrating | Photographs  Text book  Teachers guide  Hand-outs  Charts  Map  Resource person  Pictures  News paper cutting | Milestone in History and Government form 1 page 26-27,  Milestone Teachers guide 36-37  Evolving world Bk 2 page 39-41  K.L.B History and Government Bk 1 page 25-26  Gateway Revision Page 14-15 |  |
|  | 2 | Development of Agriculture | Farming methods after Agrarian Revolution | By the end of the lesson, the learner should be able to  Explain the farming methods in Britain after the Agrarian Revolution | Discussions  Explanations  Asking and answering questions  Note taking | Students book  Teachers guide  Hand-outs  Picture  Charts  Realia  Resource person  documents | Milestone in History and Government form 1 page 26-28  Milestone Teachers guide 36-37  Evolving world Bk 2 page 40-42  K.L.B History and Government Bk 1 page 28-30  Gateway Revision Page 14-15 |  |
|  | 3 | Development of Agriculture | Effects of Agrarian Revolution in Britain  Agrarian Revolution in U.S.A | By the end of the lesson, the learner should be able to  Explain the effects of the Agrarian Revolution in Britain  Explain the factors that contributed to Agrarian Revolution in U.S.A | Explaining the effects of Agrarian Revolution in Britain and factors contributing to Agrarian Revolution in U.S.A  Discussion  Asking and answering questions  Note taking | Picture  Students book  Teachers guide  Hand-outs  Realia  Charts  Resource person  documents | Milestone in History and Government form 1 page 28-33  Milestone Teachers guide 36-37  Evolving world Bk 2 page 42-44  K.L.B History and Government Bk 1 page 30-33  Gateway Revision Page 15-17 |  |
| 12 | 1 | Development of Agriculture | Effects of Agrarian Revolution in U.S.A  Food situation in Africa and the role of the world | By the end of the lesson, the learner should be able to  State the effects of Agrarian period from U.S.A  Explain the food situation in Africa and the rest of the world | Explanations  Discussions  Asking and answering questions  Note taking | Pictures  Maps  Charts  Teachers guide  Students book  Hand-outs  Realia | Milestone in History and Government form 1 page 32-34  Milestone Teachers guide 37  Evolving world Bk 2 page 45-46  K.L.B History and Government Bk 1 page 33 |  |
|  | 2 | Development of Agriculture | Factors contributing to food shortage in Africa  Remedies of food shortage | By the end of the lesson, the learner should be able to  Identify the factors contributing to food shortage in Africa and the rest of the world  Identify effects of food shortage  Explain the remedies to food shortage in Africa and the rest of the world | Explanations  Discussions  Asking and answering questions  Note taking  Drawings | Teachers guide  Students book  Pictures  Charts  Maps  Hand-outs  Realia | Milestone in History and Government form 1 page 29-33  Milestone Teachers guide 37  Evolving world Bk 2 page 45-50  K.L.B History and Government Bk 1 page 33-36  Gateway Revision Page 17-19 |  |
|  | 3 | The people of Kenya up to the 19th Century | Early inhabitants  Origin, migration and settlement of people of Kenya | By the end of the lesson, the learner should be able to  Trace the origin, migration and settlement of the people of Kenya | Discussions  Drawing the map of Kenya showing the early inhabitants  Explanations  Asking and answering questions  Note taking | Students book  Maps  Chart  Pattern  handouts | Milestone in History and Government form 1 page 39-40  Milestone Teachers guide 42-43  Evolving world Bk 2 page 51-52  K.L.B History and Government Bk 1 page 38-39 |  |
| 13 | 1 | The people of Kenya up to the 19th Century | Origin, migration and settlement of the Eastern cushites  Rendile  Somali | By the end of the lesson, the learner should be able to  Explain the origin, migration and settlement of the Eastern Cushites i.e Rendile and Somali  State factors and reasons for their migrations  State results of their migration of settlement | Discussions  Explanations  Asking and answering questions  Note taking | Maps  Charts  Students book  Hand-outs  pictures | Milestone in History and Government form 1 page 39-40  Milestone 40-41 Teachers guide 43  Evolving world Bk 2 page 52-53  K.L.B History and Government Bk 1 page 48  Gateway Revision page |  |
|  | 2 | The people of Kenya up to 19th Century | Origin, migration and settlement of Bantu  Factors that led to the migration of the Western Bantu | By the end of the lesson, the learner should be able to  State the reasons for the migration of the Bantus  Explain the reasons of their settlements | Explanations  Discussions  Asking and answering questions  Writing down important points | Students book  Teachers guide  Maps  Charts  handouts | Milestone in History and Government form 1 page 41  Milestone Teachers guide 43  Evolving world Bk 2 page 52-53  K.L.B History and Government Bk 1 page 48-49 |  |
|  | 3 | The people of Kenya up to the 19th Century | Origin, migration and settlement of Bantu  Factors that led to the migration if the western Bantu | By the end of the lesson, the learner should be able to  State the reasons for the migration of the Bantus  Explain the reasons for their settlements | Explanations  Discussions  Asking and answering questions  Note taking  Demonstration | Maps  Charts  Teachers guide  Students book  Hand-outs  pictures | Milestone in History and Government form 1 page 41-42  Milestone Teachers guide 42-43  Evolving world Bk 2 page 53-56  K.L.B History and Government Bk 1 page 40-42 |  |
| **14** |  | **END OF TERM EXAMINATIONS** | | | | | |  |
| **15** |  | **PREPARATION OF REPORTS AND CLOSING** | | | | | |  |

**HISTORY SCHEMES OF WORK**

**FORM ONE 2016**

**TERM II**

**REFERENCES:**

1. KLB
2. The Evolving World
3. Milestone in History
4. Gateway
5. KIE

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-3 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** | | | | | | |  |
| 2 | 1 | The people of Kenya up to 19th century | Origin, migration and settlement of  Abaluhya  Abagusii  Abakuria | By the end of the lesson, the learner should be able to  State the causes of migration of Abaluhya, Abagusiii and Abakuria  Explain the origin and settlement of Abaluhya, Abagusii and Abakuria | | explaining the origin, migration and settlement of Abagusii, Abaluhya and Abakuria  discussions  demonstrating  drawing of maps showing migration patterns | students book  teachers guide  maps  charts  pictures | Milestone in History and Government form 1 page 42-44  Milestone Teachers guide 42-43  Evolving world Bk 2 page 55-56  K.L.B History and Government Bk 1 page 40-42  High flyer page 10 |  |
|  | 2 | The people of Kenya up to 19th Century | Origin, migration and settlement of the Eastern Bantu  Mt. Kenya Bantus e.g Aembu, Ameru, Akamba, Agikuyu | By the end of the lesson, the learner should be able to  Explain the origin, migration and settlement of Eastern Bantu i.e Mt. Kenya Bantu e.g  Aembu  Ameru  Akamba  Agikuyu  Explain the results of Eastern Bantu migration | | Drawing  Discussions  Explanations  demonstrating | students book  teachers guide  maps  charts  pictures  handouts  realia | Milestone in History and Government form 1 page 44-45  Milestone Teachers guide 42-43  Evolving world Bk 2 page 56-58  K.L.B History and Government Bk 1 page 43  Golden Tips pages 21-22  High Flyer page 10 |  |
|  | 3 | The people of Kenya up to 19th Century | Origin, migration and settlement of  Costal bantu  Taita  Pokomo  Mijikende  Waswahili | By the end of the lesson, the learner should be able to  explain the origin, migration and settlement of the Costal Bantu | | discussions  explanations  asking and answering questions | maps  students book  teachers guide  Hand-outs  Realia | Milestone in History and Government form 1 page 46-47  Milestone Teachers guide 42-43  Evolving world Bk 2 page 56-58  K.L.B History and Government Bk 1 page 43-44  Golden Tips pages 21  High Flyer page 10-11 |  |
| 3 | 1 | The People of Kenya up to the 19th Century | Origin, migration and settlement of the River lake nilotes  luo | By the end of the lesson, the learner should be able to  explain the origin, migration of the river lake nilotes  – luo  Explain the causes and results of migration | | Discussions  Explanations  Asking and answering questions | Charts  Maps  Teachers guide  Hand-outs  Realia | Milestone in History and Government form 1 page 47-48  Milestone Teachers guide 42-43  Evolving world Bk 2 page 58-59  K.L.B History and Government Bk 1 page 45-47  Golden Tips pages 22  High Flyer page 11 |  |
|  | 2 | The people of Kenya up to the 19th Century | Origin, migration and settlement of the highland nilotes  Nandi  Kipsigis  Tugen  Pokot | By the end of the lesson, the learner should be able to  Explain the origin, migration and settlement of the Nandi, Kipsigis, Tugen, Pokot | | Discussions  Explanations  Asking and answering questions | Photos  Student book  Teachers guide  Maps  Charts | Milestone in History and Government form 1 page 48-49  Milestone Teachers guide 42-43  Evolving world Bk 2 page  K.L.B History and Government Bk 1 page 47-48  Golden Tips pages 23 |  |
|  | 3 | The people of Kenya up to 19th Century | Origin, migration and settlement of the highlands Nilotes  The maasai  The Iteso | By the end of the lesson, the learner should be able to  State the causes of Highland Nilotes migrations  Explain the origin, migration and settlement of the maasai and Iteso | | Discussions  Explanation  Asking and answering questions  Drawing maps | Photos  Students books  Teachers Guide  Maps  Charts | Milestone in History and Government form 1 page 49-51  Milestone Teachers guide 42-43  Evolving world Bk 2 page 61-62  K.L.B History and Government Bk 1 page 47-48  Golden Tips pages 23 |  |
| 4 | 1 | The People of Kenya up to the 19th Century | Results of the migration and settlement of the Bantu | By the end of the lesson, the learner should be able to  Explain the results of the migration and settlement of the Bantu | | Explaining  Asking and answering questions  discussions | Photos  Students book  Teachers Guide  Maps  Pictures  Hand-outs  Realia | Milestone in History and Government form 1 page 51  Milestone Teachers guide 42-43  Evolving world Bk 2 page 58  K.L.B History and Government Bk 1 page 49-51  Golden Tips pages 24 |  |
|  | 2 | The people of Kenya up to the 19th Century | Results of the migration and settlement of the plain Nilotes | By the end of the lesson, the learner should be able to  Explain the results of migration and settlement of the Plan Nilotes | | Explaining results of the migration and settlement of the Plain Nilotes  Discussions  Asking and answering questions | Maps  Students book  Teachers guide  Charts  Hand outs | Milestone in History and Government form 1 page 51-52  Milestone Teachers guide 43  Evolving world Bk 2 page 60-61  K.L.B History and Government Bk 1 page 47-51  Golden Tips pages 23  High Flyer page 11 |  |
|  | 3 | The people of Kenya up to the 19th Century | Results of the migration and settlement of the highland Nilotes | By the end of the lesson, the learner should be able to  9a) explain the results of the migration and settlement of the highland Nilotes | | Discussions  Explanations  Answering and asking questions | Maps  Students book  Charts  Hand-outs  Realia | Milestone in History and Government form 1 page 52-53  Milestone Teachers guide 43  Evolving world Bk 2 page 61  K.L.B History and Government Bk 1 page 48-51  Golden Tips pages 24  High Flyer page 11 |  |
| 5 | 1 | The people of Kenya up to the 19th Century | Results of the migration and settlement of the Cushites | By the end of the lesson, the learner should be able to  Explain the results of the migration and settlement of the Cushites | | Explanations  Discussions  Answering and asking questions | Maps  Charts  Hand-outs  Realia  Pictures  Students book  Teachers guide | Milestone in History and Government form 1 page 53  Milestone Teachers guide 43  Evolving world Bk 2 page 53  K.L.B History and Government Bk 1 page 48-51  Golden Tips pages 24 |  |
|  | 2 | Social Economic and political organization of Kenya societies in 19th Century | Bantu  Agikuyu social economic organization | By the end of the lesson, the learner should be able to  Explain the social economic organization of the Agikuyu | | Discussions  Explanations  Asking and answering questions  Drawing maps | Charts  Photographs  Students books  Maps  Pictures  Hand-outs | Milestone in History and form 1 page 54-55  Milestone Teachers guide 43  Evolving world Bk 2 page 63  K.L.B History and Government Bk 1 page 52  Golden Tips pages 26  High Flyer page 12 |  |
|  | 3 | Social, economics and Political origins of Kenyan societies in the 19th century | Bantus  Politics of the Agikuyu  Social and economic organization of the Ameru | By the end of the lesson, the learner should be able to  Explain the political organization of the Agikuyu  Discuss the social and economics organization of the Ameru | | Explaining the political organization of the Agikuyu  Discussing the social and economic organization of the Ameru  Asking and answering questions | Maps  Students book  Maps  Hand-outs  charts | Milestone in History and Government form 1 page 55-56  Milestone Teachers guide 48  Evolving world Bk 2 page 66-68  K.L.B History and Government Bk 1 page 52-54  Golden Tips pages 26  High Flyer page 12-13 |  |
| 6 | 1 | Social economic and political organization of Kenya societies in the 19th century | The political organization of the Ameru  The political social and economic organization of Akamba | By the end of the lesson, the learner should be able to  Explain the political organization of the Ameru  The political, social, and economics organization of the Akamba | | Explaining the political organization of the ameru  Political, social and economic organization of the Akamba | Photos  Students book  Teachers guide  Maps  Charts  Hand-outs  Realia | Milestone in History and Government form 1 page 56-58  Milestone Teachers guide 48  Evolving world Bk 2 page 68-69  K.L.B History and Government Bk 1 page 53-55  Golden Tips pages 27 |  |
|  | 2 | Social, Economic and political organization of Kenyan societies in the 19th century | The social, economic and political organization of the Abagusii | By the end of the lesson, the learner should be able to  Explain the social, economics and political organization of the Abagusii | | Explaining the social, economic and political organization  Discussion  Asking and answering questions on the content cover | Photos  Charts  Students book  Maps  Students book  Teachers Guide | Milestone in History and Government form 1 page 58-59  Milestone Teachers guide 48  Evolving world Bk 2 page 70-71  K.L.B History and Government Bk 1 page 56  Golden Tips pages 27 |  |
|  | 3 | Social economic and political organization of Kenyan societies in the 19th Century | The social, economic, political organization of the Mijikenda | By the end of the lesson, the learner should be able to  Discuss the social economic and political organization of the Mijikenda | | Discussing the social, economic and political organization of the Mijikenda  Explanations  Asking and answering questions | Students book  Teachers Guide  Charts  Maps  Hand-outs  Realia | Milestone in History and Government form 1 page 59-60  Milestone Teachers guide 48  Evolving world Bk 2 page 71-72  K.L.B History and Government Bk 1 page 56-57 |  |
| 7 | 1 | Social economic and Political organization of Kenyan societies in the 19th Century | Nilotes  Luo  The social, economic and political organization of the luo | By the end of the lesson, the learner should be able to  Explain the social, political and economic organization of the luo | | Explanations  Discussions  Asking and answering questions  Drawing of the maps  demonstrating | students book  teachers guide  charts  maps  hand-outs  realia  pictures | Milestone in History and Government form 1 page 61-62  Milestone Teachers guide 48  Evolving world Bk 2 page 76-77  K.L.B History and Government Bk 1 page 59  Golden Tips pages 28  High Flyer page 14 |  |
|  | 2 | Social economics and political organization of Kenyan societies in 19th Century | Nilotes  Nandi  Social and economic organization of the Nandi | By the end of the lesson, the learner should be able o  Explain the social, economic organization of the Nandi | | Discussions  Explanations  Asking and answering questions | Students book  Pictures  Chart  Map  Handouts  Realia | Milestone in History and Government form 1 page 62-63  Milestone Teachers guide 48  Evolving world Bk 2 page 73-74  K.L.B History and Government Bk 1 page 60-61 |  |
|  | 3 | Social economic and political organization of Kenya societies in 19th century | Nilotes  Nandi  Political organization of the Maasai | By the end of the lesson, the learner should be able to  Explain the political organization of the Nandi  Explain the social organization of the Maasai | | Discussions  Explanations  Demonstrations  Asking and answering questions | Students books  Teachers Guide  Hand-outs  Realia  Pictures  Charts | Milestone in History and Government form 1 page 62-63  Milestone Teachers guide 48  Evolving world Bk 2 page 74-75  K.L.B History and Government Bk 1 page 60-61  Golden Tips pages 29 |  |
| 8 | 1 | Social, economic and political organization of Kenyan societies in the 19th century | Nilotes  Economic organization of the Maasai | By the end of the lesson, the learner should be able to  Explain the economic organization of the Maasai | | Explaining the economic organization of the Maasai  Discussions  Asking and answering questions | Student books  Hand outs  Teachers guide  Pictures  Charts  Maps | Milestone in History and Government form 1 page 63-64  Milestone Teachers guide 48  Evolving world Bk 2 page 75  K.L.B History and Government Bk 1 page 61 |  |
|  | 2 | Social, economic and political organization of Kenyan societies in the 19th century | Nilotes  Economic organization of the Maasai | By the end of the lesson, the learner should be able to  Explain the political organization of the Maasai | | Explaining the political organization of the Maasai  Discussions  Asking and answering questions | Students book  Teachers guide  Photos  Charts  Maps  Handout | Milestone in History and Government form 1 page 64  Milestone Teachers guide 48  Evolving world Bk 2 page 76  K.L.B History and Government Bk 1 page 61 |  |
|  | 3 | Social, economic and political organization of Kenyan societies in the 19th century | Cushites  Boranna  The social and economic organization of borana | By the end of the lesson, the learner should be able to  Explain the social and economic organization of the Borana  Explain the eleven gada of the Boranna Kinship system | | Discussing the organization of the Boranna  Explanations  Asking and answering questions | Photos  Students book  Teachers guide  Charts  Hand-outs | Milestone in History and Government form 1 page 64-65  Milestone Teachers guide 48  Evolving world Bk 2 page 80-81  K.L.B History and Government Bk 1 page 62-63  Golden Tips page 30 |  |
| 9 | 1 | Social, economic and political organization of Kenyan societies in the 19th century | The Political organization of the Boranna | By the end of the lesson, the learner should be able to  Explain the political organization of the Boranna | | Discussing the political organization of the Boranna  Explanations  Asking and answering questions  Demonstration using gestures | Students book  Photographs  Teachers guide  Hand-outs | Milestone in History and Government form 1 page 66  Milestone Teachers guide 48  Evolving world Bk 2 page 80-81  K.L.B History and Government Bk 1 page 62-63  Golden Tips page 30-31  High Flyer page 15 |  |
|  | 2 | Social, economic and political organization of Kenyan societies in the 19th century | Somali  The social and economic organization of the Somali | By the end of the lesson, the learner should be able to  Explain the social and economic organization of the Somali | | Discussions  Explanations  Asking and answering questions | Students book  Teachers guide  Pictures  Charts  Hand-outs | Milestone in History and Government form 1 page 66  Milestone Teachers guide 48  Evolving world Bk 2 page 80  K.L.B History and Government Bk 1 page 63-65  Golden Tips page 30-31  High Flyer page 15 |  |
|  | 3 | Social economic and political organization of Kenya | The political organization of the Somali | By the end of the lesson, the learner should be able to  Discuss the political organization of the Somali | | Discussions  Explanations  Asking and answering questions | Students books  Teachers guide  Pictures  Charts  Hand-out | Milestone in History and Government form 1 page 66-67  Milestone Teachers guide 48  Evolving world Bk 2 page 80  K.L.B History and Government Bk 1 page 64  Golden Tips page 30-31  High Flyer page 15 |  |
| 10 | 1 | Contacts between East Africa and the outside world up to the 19th century | The early history of the East African Coast | By the end of the lesson, the learner should be able to  Discuss the early history of the East African Coast | | Discussing the source of information of early African Coast  Explanations  Asking and answering questions | Students book  Teachers guide  Maps  Charts  Hand-outs | Milestone in History and Government form 1 page 66-67  Milestone Teachers guide 48  Evolving world Bk 2 page 80  K.L.B History and Government Bk 1 page 64  Golden Tips page 30-31  High Flyer page 21 |  |
|  | 2 | Contacts between East Africa and the outside world up to the 19th century | Sources of information on the early History of East Africa Coast | By the end of the lesson, the learner should be able to  Discuss the sources of information on the early history of the East African Coast | | Discussions  Explanations  Asking and answering questions | Students book  Teachers guide  Maps  Charts  Hand outs | Milestone in History and Government form 1 page 68-69  Milestone Teachers guide 53  Evolving world Bk 2 page 84-85  K.L.B History and Bk 1 page 66  High Flyer page 21 |  |
|  | 3 | Contacts between East Africa and the outside world up to the 19th century | The early visitors to the East African Coast up to 1500 | By the end of the lesson, the learner should be able to  Identify the origin of the early visitors to the East African Coast up to 1500 | | Discussions  Explanations  Asking and answering questions | Students book  Teachers guide  Maps  Charts  Hand out | Milestone in History and Government form 1 page 69-70  Milestone Teachers guide 53-54  Evolving world Bk 2 page 85  K.L.B History and Government Bk 1 page 67,85 |  |
| 11 | 1 | Contacts between East Africa and the outside world up to the 19th century | The early visitors to the East African coast up to 1500  Romanian | By the end of the lesson, the learner should be able to  Identify the origin of early visitors to the East African coast up to 1500 i.e Romans | | Identifying  Discussions  Explanations  Asking and answering questions | Maps  Students book  Charts  Handouts  Realia  pictures | Milestone in History and Government form 1 page 69-70  Milestone Teachers guide 53-54  Evolving world Bk 2 page 85  K.L.B History and Government Bk 1 page 67 |  |
|  | 2 | Contacts between East African Coast and outside world up to 19th century | Chinese  Persians | By the end of the lesson, the learner should be able to  Identify the origin of the early visitors to the east African Coast i.e Chinese and persians | | Identifying  Discussions  Explanations  Asking and answering questions | Maps  Students book  Charts  Hand-outs  Pictures  Realia | Milestone in History and Government form 1 page 70  Milestone Teachers guide 53-54  Evolving world Bk 2 page 85-86  K.L.B History and Government Bk 1 page 67 |  |
|  | 3 | Contacts between East African Coast and outside world up to 19th century | Arabs | By the end of the lesson, the learner should be able to  Identify the orign of the early visitors to the East African coast i.e Arabs | | Identifying  Demonstrations  Explanations  Discussing  Asking and answering questions | Maps  Charts  Students book  Teachers guide  Hand outs | Milestone in History and Government form 1 page 70  Milestone Teachers guide 53-54  Evolving world Bk 2 page 85-86  K.L.B History and Government Bk 1 page 68  Gateway Revision page 23 |  |
| 12 | 1 | Contacts between East African Coast and outside world up to 19th century | Trade between the East-coast of Africa and outside world  Organization of the trade  Factors which facilitated trade | By the end of the lesson, the learner should be able to  Explain the development of trade between the East African Coast and outside world  Explaining factors that facilitated the trade | | Discussing  Asking and answering questions  Explanations  Demonstrating  Identifying | Charts  Students book  Teachers guide  Hand-outs  Realia  Maps | Milestone in History and Government form 1 page 70-71  Milestone Teachers guide 54  Evolving world Bk 2 page 87-89  K.L.B History and Government Bk 1 page 68  Gateway Revision page 22 |  |
|  | 2 | Contacts between East African Coast and outside world up to 19th century | Impacts of trade on the people of East Africa  Inter marriages  Kiswahili language  Swahili culture | By the end of the lesson, the learner should be able to  Discuss the extract of trade between the East African Coast and the outside world | | Drawings  Identifying  Explanations  Asking and answering questions | Teachers guide  Hand- outs  Students book  maps | Milestone in History and Government form 1 page 72  Milestone Teachers guide 54  Evolving world Bk 2 page 89-90  K.L.B History and Government Bk 1 page 69  Gateway Revision page 22 |  |
|  | 3 | Contacts between East African Coast and outside world up to 19th century | The spread of Islam  Factors that facilitated the spread of Islam | By the end of the lesson, the learner should be able to  Explain factors that led to the spread of Islam | | Explanations  Discussions  Identifying  Stating  Asking and answering questions | Student book  Hand-outs  Charts  Maps  Realia  Personal experience | Milestone in History and Government form 1 page 72-73  Milestone Teachers guide 54  Evolving world Bk 2 page 86-87  K.L.B History and Government Bk 1 page 69 |  |
| 13 | 1 | Contacts between East African Coast and outside world up to 19th century | The characteristics of the Coastal city states  Reasons for Decline | By the end of the lesson, the learner should be able to  Explain the characteristics of the coastal city states  Explain reasons for decline of the coast of city states | | explaining  Discussions  Illustrations  Asking and answering questions | Photos  Maps  Students book  Teachers guide  Resource persons  Discussions  Realia | Milestone in History and Government form 1 page 72-73  Milestone Teachers guide 54  Evolving world Bk 2 page 86-87  K.L.B History and Government Bk 1 page 69 |  |
|  | 2 | Contacts between East African Coast and outside world up to 19th century | The growing of city states  Factors that contributed to the rise and growth of the coastal city states | By the end of the lesson, the learner should be able to  Discuss the factors that contributed to the growth of the coastal city state | | Discussing  Explaining  Illustrations  Asking and answering questions  demonstrations | photos  maps  students book  teachers guide  documents  Resource person  Realia | Milestone in History and Government form 1 page 73-74  Milestone Teachers guide 54  Evolving world Bk 2 page 86-87  K.L.B History and Government Bk 1 page 69  Gateway Revision page 21-23  High Flyer page 17  Golden Tips pages 37 |  |
|  | 3 | Contacts between East African Coast and outside world up to 19th century | The growth of a class of wealth merchants | By the end of the lesson, the learner should be able to  Discuss the growth of wealth merchants | | Discussions  Explanations  Demonstrating  Asking and answering questions | Pictures  Teachers guide  Students book  Resource persons  Realia  Document | Milestone in History and Government form 1 page 73-74  Milestone Teachers guide 54  Evolving world Bk 2 page 86-87  K.L.B History and Government Bk 1 page 69  Gateway Revision page 21-23  High Flyer page 17  Golden Tips pages 37 |  |
| **14** |  | **END OF TERM EXAMINATIONS** | | | | | | |  |

**HISTORY SCHEMES OF WORK**

**FORM ONE 2016**

**TERM III**

**REFERENCES:**

1. KLB
2. The Evolving World
3. Milestone in History
4. Gateway
5. KIE

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | | **L/ACTIVITIES** | | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-3 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** | | | | | | | |  |
| 2 | 1 | Contacts between East African and outside world up to 19th Century | The coming of Portuguese  Reasons for coming of Portuguese | By the end of the lesson, the learner should be able to  Identify the reasons for the coming of the Portuguese to the East African Coast | Discussing  Explanations  Identifying  Asking and answering questions | | Photos  Resource persons  Students book  Teachers guide  Charts  Maps  realia | | Milestone in History and Government form 1 page 73-74  Milestone Teachers guide 54  Evolving world Bk 2 page 86-87  K.L.B History and Government Bk 1 page 69  Gateway Revision page 21-23  High Flyer page 17  Golden Tips pages 37 |  |
|  | 2 | Contacts between East African and outside world up to 19th Century | Their consequences and rules  States in the Portuguese  Conquest of the east African Coast  Reasons for their success | By the end of the lesson, the learner should be able to  Trace the Portuguese conquest of East Africa  Discuss factors that led to the success of the Portuguese conquest | Explaining  Discussions  Tracing  Identifying  Asking and answering questions | | Pictures  Realia  Hand-outs  Students books  Documents  Resource persons | | Milestone in History and Government form 1 page 76-78  Milestone Teachers guide 54  Evolving world Bk 2 page 91-93  K.L.B History and Government Bk 1 page 70-71  Gateway Revision page 24-25 |  |
|  | 3 | Contacts between East African and outside world up to 19th Century | Portuguese rule  Decline of Portuguese power  Factors that contributed to the decline of the Portuguese power | By the end of the lesson, the learner should be able to  Discuss the factors that contributed to the decline of the Portuguese power  Discuss the impact of Portuguese rule | Discussing  Explaining  Illustrating  Identifying  Asking and answering question | | Resource persons  Students book  Maps  Teachers guide  Pictures  Hand-outs  Documents | | Milestone in History and Government form 1 page 77-81  Milestone Teachers guide 54  Evolving world Bk 2 page 93-95  K.L.B History and Government Bk 1 page 71-73 |  |
| 3 | 1 | Contacts between East African and outside world up to 19th Century | Establishment and impact of Oman Rule  Factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840 | By the end of the lesson, the learner should be able to  Explain the factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840 | Discussing  Explanations  Drawing maps  Asking and answering questions | | Maps  Photos  Students book  Documents  Charts  Hand-outs  Resource person | | Milestone in History and Government form 1 page 81-83  Milestone Teachers guide 54-55  Evolving world Bk 2 page 91-93  K.L.B History and Government Bk 1 page 73-75  Gateway Revision page 24-25 |  |
|  | 2 | Contacts between East African and outside world up to 19th Century | Seyyid Said the development of plantation Agriculture | By the end of the lesson, the learner should be able to  Explain how Seyyid Said developed plant from Agriculture | Explaining  Discussing  Asking and answering questions | | Photos  Students book  Teachers Gide  Map  Charts  Resource person | | Milestone in History and Government form 1 page 83  Milestone Teachers guide 55  Evolving world Bk 2 page 91-93  K.L.B History and Government Bk 1 page 73-74  Gateway Revision page 24-25 |  |
|  | 3 | Contacts between East African and outside world up to 19th Century | International Trade  Organization and development  Consequences to long distance and international trade | By the end of the lesson, the learner should be able to  Explain the organization and development of international trade  Explain the consequences of long distance and international trade | Explaining  Discussions  Asking and answering questions | | Students book  Teachers Guide  Documents  Charts  Maps  Hand-outs  Resource person  Realia | | Milestone in History and Government form 1 page 86-87  Milestone Teachers guide 55  Evolving world Bk 2 page 103-105  K.L.B History and Government Bk 1 page 76-77  Gateway Revision page 28-29 |  |
| 4 | 1 | Contacts between East African and outside world up to 19th Century | The spread of Christianity  Reasons for the coming of Christian missionary | By the end of the lesson, the learner should be able to  Explain the reasons for coming of Christian missionaries and missionary attributes in East African | Discussions  Explanations  Asking and answering questions  Demonstration | | Photos  Maps  Charts  Students book  Hand-outs  Realia | | Milestone in History and Government form 1 page 88-90  Milestone Teachers guide 54  Evolving world Bk 2 page 105-107  K.L.B History and Bk 1 page 77-79  Gateway Revision page 29 |  |
|  | 2 | Contacts between East African and outside world up to 19th Century | Factors that contributed to the spread of Christianity  Challenges that the Christian missionaries Faced | By the end of the lesson, the learner should be able to  Explain the factors that contributed to the spread of Christianity and challenges that the Christian missionary faced | Explaining  Discussions  Asking and answering questions | | Photos  Maps  Students book  Teachers guide  Hand-outs  Realia  Documents | | Milestone in History and Government form 1 page 90-91  Milestone Teachers guide 55  Evolving world Bk 2 page 108-109  K.L.B History and Government Bk 1 page 77-79  Gateway Revision page 29-30 |  |
|  | 3 | Contacts between East African and outside world up to 19th Century | Effects of missionary activities in East Africa | By the end of the lesson, the learner should be able to  Explain the effects of missionary activities in East Africa | Explaining  Discussions  Asking and answering questions | | Students book  Teachers guide  Documents  Realia  Hand-outs  Newspaper cuttings  charts | | Milestone in History and Government form 1 page 91  Milestone Teachers guide 55  Evolving world Bk 2 page 109-111  K.L.B History and Government Bk 1 page 80-81 |  |
| 5 | 1 | Citizenship | Meaning of citizenship  Kenyan citizenship | By the end of the lesson, the learner should be able to  Explain the meaning of citizenship and where Kenyan Citizenship entails | Explaining  Discussing  Asking and answering questions  Illustrations  drawing | | students book  teachers guide  Documents  Newspaper cuttings  Hand-outs  Charts  Maps | | Milestone in History and Government form 1 page 93  Milestone Teachers guide 61  Evolving world Bk 2 page 113-114  K.L.B History and Government Bk 1 page 83-84 |  |
|  | 2 | Citizenship | Deprivation of Citizenship | By the end of the lesson, the learner should be able to  Explain the circumstances under which citizenship can be withdrawn | Discussions  Explanations  Illustrations  Asking and answering questions | | Maps  Students book  Teachers Guide  Pictures  Newspaper cutting  Resource person | | Milestone in History and Government form 1 page 93-94  Milestone Teachers guide 61  Evolving world Bk 2 page 113-114  K.L.B History and Government Bk 1 page 84 |  |
|  | 3 | Citizenship | Rights of a citizen  Right to life  Right to liberty | By the end of the lesson, the learner should be able to  Explain the rights of Kenyan Citizen  Right to Life  Right to Liberty | Discussing  Explanations  Asking and answering questions | | Photos  Newspaper  Cuttings  Students book  Resource person  Hand-outs | | Milestone in History and Government form 1 page 94-94  Milestone Teachers guide 61  Evolving world Bk 2 page 114-118  K.L.B History and Government Bk 1 page 84-86 |  |
| 6 | 1-2 | Citizenship | Rights to the child  Protection from slavery and forced labour  Protection from torture  Right of property  Freedom of movement  Freedom of assembly  Freedom of expression | By the end of the lesson, the learner should be able to  Explain the rights of child and other rights of a citizen e.g  Protection of slavery and forced labour  Protection from torture | Discussions  Explanations  Asking and answering questions  Illustrations  Demonstrating  Identifying | | Documents  Resource persons  Charts  Realin  News paper cuttings  Pictures  Student book  Teachers Guide | | Milestone in History and Government form 1 page 94-94  Milestone Teachers guide 61  Evolving world Bk 2 page 114-118  K.L.B History and Government Bk 1 page 84-86 |  |
|  | 3 | Citizenship | Responsibilities of Kenyan Citizen  Personal and civic responsibility | By the end of the lesson, the learner should be able to  Explain the civic and personal responsibilities of citizens | Explanations  Asking and answering questions  discussions | | News cutting  Documents  Students book  Teachers Guide  Resource person  Charts  Picture  Handouts  Realia | | Milestone in History and Government form 1 page 97-100  Milestone Teachers guide 61  Evolving world Bk 2 page 117-119  K.L.B History and Government Bk 1 page 86-87 |  |
| 7 | 1 to 2 | Citizenship | Civic Responsibilities  Limitation to rights of citizens | By the end of the lesson, the learner should be able to  Explain the civic responsibilities of a citizen | Discussions  Explanations  Asking and answering questions  Discussing | | Documents  Hand-outs  Resource persons  Student book  Realia  Personal experience  News papers cuttings | | Milestone in History and Government form 1 page 97-100  Milestone Teachers guide 61-62  Evolving world Bk 2 page 117-119  K.L.B History and Government Bk 1 page 86-88 |  |
|  | 3 | Citizenship | Elements of good citizenship | By the end of the lesson, the learner should be able to  Explain the elements of good citizenship | Discussions  Explanations  Asking and answering questions | | Documents  Teachers book  Students book  Hand-outs  Realia  Documents  News cuttings  Resource person | | Milestone in History and Government form 1 page 100-102  Milestone Teachers guide 62-63  Evolving world Bk 2 page 118-119  K.L.B History and Government Bk 1 page 86-87 |  |
| 8 | 1 | National Integrations | Meaning of national integration  Importance of national integration | By the end of the lesson, the learner should be able to  Explain the meaning and importance of national integration | Documents  Discussions  Asking and answering questions | | Students book  Teachers Guide  Documents  Hand-outs  Realia  Newspaper cuttings  charts | | Milestone in History and Government form 1 page 103-104  Milestone Teachers guide 65-68  Evolving world Bk 2 page 120-121  K.L.B History and Government Bk 1 page 89-90 |  |
|  | 2 | National Integration | Factors promoting National unity  The constitution  National mottos  National language  National political parties | By the end of the lesson, the learner should be able to  Explain the factors that promote national unity | Discussions  Explanations  Asking and answering questions | | Students book  Document  Charts  Teachers guide  Newspaper cuttings  Hand-outs  Realia | | Milestone in History and Government form 1 page 104-105  Milestone Teachers guide 65-68  Evolving world Bk 2 page 121-124  K.L.B History and Government Bk 1 page 90-91 |  |
|  | 3 | National Integration | Parliament Education | By the end of the lesson, the learner should be able to  Explain the factors that promote national unity | Discussions  Explanations  Note taking  Asking and answering questions | | Students books  Teachers Guide  Realia  Documents  Resource person  Charts | | Milestone in History and Government form 1 page 105-106  Milestone Teachers guide 65-68  Evolving world Bk 2 page 122  K.L.B History and Government Bk 1 page 90 |  |
| 9 | 1 - 2 | National Integration | Equitable distribution of resources  Social economic interaction  Factors limiting national unity i.e tribalism, nepotism, racism | By the end of the lesson, the learner should be able to  Explain the factors that promote National unity  Explain factors that limit National unity | Discussions  Identifying  Listening to a resource person  Asking and answering questions | | Resource person  Students book  Teachers guide  Realia  Charts  Pictures  Newspaper cuttings  Hand outs | | Milestone in History and Government form 1 page 105-106  Milestone Teachers guide 65-68  Evolving world Bk 2 page 121-126  K.L.B History and Government Bk 1 page 90 |  |
|  | 3 | National Integration | Factors limiting National Unity i.e  Religious rivalry  Uneven economic development  Corruption  Divisible politics | By the end of the lesson, the learner should be able to  Explain the factors that limit national unity | Identifying  Discussing  Explanations  Listening  Asking and answering questions | | Teachers Guide  Pictures  Student book  Teachers experience  Resource person  Hand outs  Realia | | Milestone in History and Government form 1 page 106-107  Milestone Teachers guide 65-68  Evolving world Bk 2 page 124-126  K.L.B History and Government Bk 1 page 91-93 |  |
| 10 | 1 to 2 | National Integration | Conflict Resolution | By the end of the lesson the learner should be able to  Explain the meaning of conflict  Explain the causes of conflicts at individual level and national level  Explain methods of conflict resolution | Discussions  Explanations  Listening  Asking and answering questions  Note taking | | Student book  Teachers guide  Pictures  Hand-outs  Realia  Resource person  Charts | | Milestone in History and Government form 1 page 107-110  Milestone Teachers guide 65-68  Evolving world Bk 2 page 126-129  K.L.B History and Government Bk 1 page 93-97 |  |
|  | 3 | Revision of Work | The process of conflict, resolution/resolving | By the end of the lesson, the learner should be able to  Explain the process of conflict resolution/resolving | Explaining  Discussions  Asking and answering questions  Revising questions  illustrating | | photos  students book  teachers Guide  hand-outs  Realia  Resource person | | Milestone in History and Government form 1 page 110-111  Milestone Teachers guide 65-68  Evolving world Bk 2 page 126-129  K.L.B History and Government Bk 1 page 93-97 |  |
| 11 | 1-3 | **END OF YEAR EXAMINATIONS** | | | | | | | |  |
| 12 |  | **PREPARATION OF REPORTS AND CLOSING** | | | | | | | |  |