**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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| **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 toDefine the term historyExplain the meaning of the term government | Explaining the meaning of the terms history and governmentStudent writing down important pointsAsking questionsAnswering questionsNote taking by the teacher on the chalk board | Chalk boardStudents bookPicturesChartsHandoutsRealia  | Milestone in History and Government page 1-2Evolving world Bk 21 page 1-2K.I.E Bk 1 page 1-2K.L.B Bk 1 page 1-2Gateway page 1 |  |
|  | 2 | Introduction to history and government | Sources of information on history and GovernmentUnwritten sourceOral traditionLimitations of oral traditionArcheologyPaleontology | By the end of the lesson, the learner should be able toIdentify the source of information on history and Government. Oral traditions and its limitationsArcheologyPaleontology  | ExplanationDiscussionAsking and answering questionsGiving assignment Note taking | ChartsStudents bookMapsPictureHandoutsRealia | Milestone in History and Government page 2-4Evolving world Bk 21 page 1-2K.I.E Bk 1 page 6-15K.L.B Bk 1 page 2-6Gateway Revision page 1 |  |
|  | 3 | Introduction to History and Government | AnthropologyGeologyGenetics | By the end of the lesson, the learner should be able toExplain anthropology, Geology and Genetics as sources of information on History and Government | ExplanationsDiscussionsAnswering questionsAsking questionsNote taking | Text bookHand outsPicture mapsRealiaTeachers guideResource person | Milestone in History and Government page 26-27Evolving world Bk 21 page 1-2K.I.E Bk 1 page 8-10K.L.B History and Government Bk 1 page 4Gateway Revision page 2-3 |  |
| 6 | 1 | Introduction to History and Government | LinguisticsEthnologyResources person | By the end of the lesson, the learner should be able toExplain linguistics ethnology and resource personsA source of information on History and GovernmentState advantages and limitations of linguistics | Explanations on content DiscussionsAsking and answering questionsNote taking | ChartRealiaHand outsStudents bookAudio Visual Radio | Milestone in History and Government page 6-7Milestone Teachers guide 226Evolving world Bk 21 page 12-15K.L.B History and Government Bk 1 page 2-6Gateway Revision page 3-4 |  |
|  | 2 | Introduction to History and Government | Mass mediaWritten 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 HistoryState the limitations of written sources | DiscussionsExplanationsAsking and answering questionsNote taking*© Education Plus Agencies* | ChartsRealiaHandoutsStudents bookAudio visual radio | Milestone in History and Government page 6-7Milestone Teachers guide 226Evolving world Bk 21 page 12-15K.L.B History and Government Bk 1 page 2-6Gateway Revision page 3-4 |  |
|  | 3 | Introduction to History and Government | Importance of studying historyImportance of studying Government | By the end of the lesson, the learner should be able toExplain the importance of studying History and Government | Explaining the importance of studying history and GovernmentNote takingDiscussionsAsking questionsAnswering questions | PictureHandoutsTeachers bookStudents bookCharts Realia  | Milestone in History and Government page 6-7Milestone Teachers guide 26Evolving world Bk 21 page 4-5K.L.B History and Government Bk 1 page 6-7Gateway Revision page 3-4 |  |
| 7 | 1 | Early Man | The origin of early manMythical theoryCreation theoryEvolution theory | By the end of the lesson, the learner should be able toExplain the origin of man as given in the mythical theory, creation and evolution theory | Discussions on the origin of manAsking and answering questionsNote taking | PhotographsStudents bookPicturesHandoutsTeachers guide bookChartsmaps | Milestone in History and Government page 8-9Milestone Teachers guide 26Evolving world Bk 2 page 16K.L.B History and Government Bk 1 page 8-9Gateway Revision page 3-4 |  |
|  | 2 | Early man | Evolution of ManMeaning of evolutionStages in the evolution of manAegyptopitismDryopitr | By the end of the lesson, the learner should be able toexplain and identify the stages through which a man evolvedAegytopithecus Dryopithecus  | Explaining the stages of evolutionDiscussing time different features of man at each stageAsking and answering questionNote taking | Maps Students bookTeachers guideHand outsChartsMapsPictures | Milestone in History and Government page 9-11Milestone Teachers guide 26Evolving world Bk 2 page 17-29K.L.B History and Government Bk 1 page 9-21Gateway 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 toIdentify and explain the stages through which man evolved i.ekenyapithecusRamapithecusAustralopithecus | Explaining the stages of evolutionDiscussingDescribing Answering questionsAsking questions | ChartsStudents bookPhotographsPicturesHand outs | Milestone in History and Government form 1 page 11-12Milestone Teachers guide 31Evolving world Bk 2 page 19-22K.L.B History and Government Bk 1 page 11-16 |  |
| 8 | 1 | Early man | Evolution of manHomohabilis (handy man)Homo Erectures (upright man) | By the end of the lesson, the learner should be able toExplain the stages through which man evolved i.e homohabilis and erectus | ExplanationDiscussingDescribingQuestions and answers | ChartPicturesStudents bookTeachers bookRealiaHand outs | Milestone in History and Government form 1 page 13-14Milestone Teachers guide 31K.L.B History and Government Bk 1 page 11-14 |  |
|  | 2 | Early Man | Homo Sapies( intelligent manRhodesium manNeanderthan manCro-magnion | By the end of the lesson, the learner should be able toState characteristics of Homo sapies, Rhodesium, cro-magnonExplain the stages through which man evolved | ExplanationsDiscussionsQuestions and answers | Text bookMapsPictures/photographsDocumentsHandoutsResource person | Milestone in History and Government form 1 page 13-14Milestone Teachers guide 31Evolving world Bk 2 page 22-23K.L.B History and Government Bk 1 page 14-16Gateway Revision page 7 |  |
|  | 3 | Early man | Evolution of manHomo sapiens | By the end of the lesson, the learner should be able toExplain the stages through which man evolved 1.e Homo Sapiens, SapiensState the characteristics of Homo Sapiens-Sapiens | Drawing a picture of Homo sapiens sapiensNote takingExplaining the characteristics of Homo Sapiens Sapiens | MapsPhotographsStudents bookTeachers guide Revision Resource personDocumentsRealia  | Milestone in History and Government form 1 page 14-15Milestone Teachers guide 31Evolving world Bk 2 page 23-24K.L.B History and Government Bk 1 page 16Gateway Revision page 7 |  |
| 9 | 1 | Early man | Cultural and economic practices of early manEarly stone age/ lower paleolithition and 2nd phase | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the milestone age | ExplanationsDiscussionsNote takingAsking and answering questions | Students bookChartsRealiaPicturesDocumentariesGateway revisionResource personViews pagesCuttings  | Milestone in History and Government form 1 page 14-15Milestone Teachers guide 31Evolving world Bk 2 page 24-28K.L.B History and Government Bk 1 page 16-20Gateway 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 toExplain the cultural and economic practices of man during the late stone ageExplain the economic practices of man during their stage | Explaining the cultural and economic practices of early man in middle stone ageDiscussionsNote takingAsking and answering questions | MapsPhotographsStudents bookRealieResource personDocumentaryNewspaper cuttingsHand outspictures | Milestone in History and Government form 1 page 17-18Milestone Teachers guide 31Evolving world Bk 2 page 24-28K.L.B History and Government Bk 1 page 18-19Gateway 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 toExplain the cultural and economic practices of man during the late stone ageExplain the economic practices of man during their stage | ExplanationDiscussionsNote takingAsking questions and answering questions | MapsPhotographsStudents bookRealieResource personDocumentaryNewspaper cuttingsHand outsPictures  | Milestone in History and Government form 1 page 18-19Milestone Teachers guide 31Evolving world Bk 2 page 27K.L.B History and Government Bk 1 page 19-21Gateway Revision page 9-10 |  |
| 10 | 1 | Development of Agriculture | Development of early AgricultureBeginning of crop growingThe beginning of animal domestication | By the end of the lesson, the learner should be able toState factors that contribute to the beginning of crop growingState factors that led to domestication of animals | DiscussionsExplanationsDemonstrationsDrawingAsking and answering questionsNote taking | MapsChartsStudents bookHand outsPicturesRealiaResource personDocumentsTeacher’s guide | Milestone in History and Government form 1 page 20-21Milestone Teachers guide 35-36Evolving world Bk 2 page 30-33K.L.B History and Government Bk 1 page 22-24Gateway Revision page 11-12 |  |
|  | 2 | Development of Agriculture | Early Agriculture in EgyptCharacteristics of early AgricultureImpact of Early Agriculture in Egypt | By the end of the lesson, the learner should be able toState the characteristics of early AgricultureExplain the impact of early Agriculture in Egypt | ExplanationsDiscussionsAsking and answering questionsDrawing map of EgyptNote taking | MapsChartsStudents bookPictureHand outsResource person | Milestone in History and Government B1 page 21-23Milestone Teachers guide 36Evolving world Bk 2 page 36-38K.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 toIdentify the characteristics of early Agriculture in MesopotamiaExplain the impacts of early Agriculture in Mesopotamia | ExplanationDiscussionsAsking and answering questionsNote taking | MapsPhotographsStudents bookTeachers guidePicturesHand-outsRealia Resource persondocuments | Milestone in History and Government form 1 page 23-25, 24-26Milestone Teachers guide 36Evolving world Bk 2 page 34-35K.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 RevolutionExplain the farming methods in Britain after the Agrarian Revolution | DiscussionsExplanationsAsking and answering questionsWriting down important pointsDemonstrating  | PhotographsText bookTeachers guideHand-outsChartsMapResource personPicturesNews paper cutting | Milestone in History and Government form 1 page 26-27, Milestone Teachers guide 36-37Evolving world Bk 2 page 39-41K.L.B History and Government Bk 1 page 25-26Gateway Revision Page 14-15 |  |
|  | 2 | Development of Agriculture | Farming methods after Agrarian Revolution | By the end of the lesson, the learner should be able toExplain the farming methods in Britain after the Agrarian Revolution | DiscussionsExplanationsAsking and answering questionsNote taking | Students bookTeachers guideHand-outsPictureChartsRealiaResource persondocuments | Milestone in History and Government form 1 page 26-28Milestone Teachers guide 36-37Evolving world Bk 2 page 40-42K.L.B History and Government Bk 1 page 28-30Gateway Revision Page 14-15 |  |
|  | 3 | Development of Agriculture | Effects of Agrarian Revolution in BritainAgrarian Revolution in U.S.A | By the end of the lesson, the learner should be able toExplain the effects of the Agrarian Revolution in BritainExplain 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.ADiscussionAsking and answering questionsNote taking | PictureStudents bookTeachers guideHand-outsRealiaChartsResource persondocuments | Milestone in History and Government form 1 page 28-33Milestone Teachers guide 36-37Evolving world Bk 2 page 42-44K.L.B History and Government Bk 1 page 30-33Gateway Revision Page 15-17 |  |
| 12 | 1 | Development of Agriculture | Effects of Agrarian Revolution in U.S.AFood situation in Africa and the role of the world | By the end of the lesson, the learner should be able toState the effects of Agrarian period from U.S.AExplain the food situation in Africa and the rest of the world | ExplanationsDiscussionsAsking and answering questionsNote taking | PicturesMapsChartsTeachers guideStudents bookHand-outsRealia  | Milestone in History and Government form 1 page 32-34Milestone Teachers guide 37Evolving world Bk 2 page 45-46K.L.B History and Government Bk 1 page 33 |  |
|  | 2 | Development of Agriculture | Factors contributing to food shortage in AfricaRemedies of food shortage | By the end of the lesson, the learner should be able toIdentify the factors contributing to food shortage in Africa and the rest of the worldIdentify effects of food shortageExplain the remedies to food shortage in Africa and the rest of the world | ExplanationsDiscussionsAsking and answering questionsNote takingDrawings  | Teachers guideStudents bookPicturesChartsMapsHand-outsRealia  | Milestone in History and Government form 1 page 29-33Milestone Teachers guide 37Evolving world Bk 2 page 45-50K.L.B History and Government Bk 1 page 33-36Gateway Revision Page 17-19 |  |
|  | 3 | The people of Kenya up to the 19th Century | Early inhabitantsOrigin, migration and settlement of people of Kenya | By the end of the lesson, the learner should be able toTrace the origin, migration and settlement of the people of Kenya | DiscussionsDrawing the map of Kenya showing the early inhabitantsExplanationsAsking and answering questionsNote taking | Students bookMapsChartPatternhandouts | Milestone in History and Government form 1 page 39-40Milestone Teachers guide 42-43Evolving world Bk 2 page 51-52K.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 cushitesRendileSomali  | By the end of the lesson, the learner should be able toExplain the origin, migration and settlement of the Eastern Cushites i.e Rendile and SomaliState factors and reasons for their migrationsState results of their migration of settlement | DiscussionsExplanationsAsking and answering questionsNote taking | Maps Charts Students bookHand-outspictures | Milestone in History and Government form 1 page 39-40Milestone 40-41 Teachers guide 43Evolving world Bk 2 page 52-53K.L.B History and Government Bk 1 page 48Gateway Revision page |  |
|  | 2 | The people of Kenya up to 19th Century | Origin, migration and settlement of BantuFactors that led to the migration of the Western Bantu | By the end of the lesson, the learner should be able toState the reasons for the migration of the BantusExplain the reasons of their settlements | ExplanationsDiscussionsAsking and answering questionsWriting down important points | Students bookTeachers guideMapsChartshandouts | Milestone in History and Government form 1 page 41Milestone Teachers guide 43Evolving world Bk 2 page 52-53K.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 BantuFactors that led to the migration if the western Bantu | By the end of the lesson, the learner should be able toState the reasons for the migration of the BantusExplain the reasons for their settlements | ExplanationsDiscussionsAsking and answering questionsNote takingDemonstration  | MapsChartsTeachers guideStudents bookHand-outspictures | Milestone in History and Government form 1 page 41-42Milestone Teachers guide 42-43Evolving world Bk 2 page 53-56K.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 AbaluhyaAbagusiiAbakuria  | By the end of the lesson, the learner should be able toState the causes of migration of Abaluhya, Abagusiii and AbakuriaExplain the origin and settlement of Abaluhya, Abagusii and Abakuria | explaining the origin, migration and settlement of Abagusii, Abaluhya and Abakuriadiscussionsdemonstratingdrawing of maps showing migration patterns | students bookteachers guidemapschartspictures  | Milestone in History and Government form 1 page 42-44Milestone Teachers guide 42-43Evolving world Bk 2 page 55-56K.L.B History and Government Bk 1 page 40-42High flyer page 10 |  |
|  | 2 | The people of Kenya up to 19th Century | Origin, migration and settlement of the Eastern BantuMt. Kenya Bantus e.g Aembu, Ameru, Akamba, Agikuyu | By the end of the lesson, the learner should be able toExplain the origin, migration and settlement of Eastern Bantu i.e Mt. Kenya Bantu e.gAembuAmeru AkambaAgikuyuExplain the results of Eastern Bantu migration | DrawingDiscussionsExplanationsdemonstrating | students bookteachers guidemapschartspictureshandoutsrealia  | Milestone in History and Government form 1 page 44-45Milestone Teachers guide 42-43Evolving world Bk 2 page 56-58K.L.B History and Government Bk 1 page 43Golden Tips pages 21-22High Flyer page 10 |  |
|  | 3 | The people of Kenya up to 19th Century | Origin, migration and settlement of Costal bantuTaitaPokomoMijikendeWaswahili  | By the end of the lesson, the learner should be able toexplain the origin, migration and settlement of the Costal Bantu | discussionsexplanationsasking and answering questions | mapsstudents bookteachers guideHand-outsRealia  | Milestone in History and Government form 1 page 46-47Milestone Teachers guide 42-43Evolving world Bk 2 page 56-58K.L.B History and Government Bk 1 page 43-44Golden Tips pages 21High Flyer page 10-11 |  |
| 3 | 1 | The People of Kenya up to the 19th Century | Origin, migration and settlement of the River lake nilotesluo | By the end of the lesson, the learner should be able toexplain the origin, migration of the river lake nilotes– luoExplain the causes and results of migration | Discussions ExplanationsAsking and answering questions | ChartsMapsTeachers guideHand-outsRealia | Milestone in History and Government form 1 page 47-48Milestone Teachers guide 42-43Evolving world Bk 2 page 58-59K.L.B History and Government Bk 1 page 45-47Golden Tips pages 22High Flyer page 11 |  |
|  | 2 | The people of Kenya up to the 19th Century | Origin, migration and settlement of the highland nilotesNandiKipsigisTugenPokot | By the end of the lesson, the learner should be able toExplain the origin, migration and settlement of the Nandi, Kipsigis, Tugen, Pokot | DiscussionsExplanationsAsking and answering questions | PhotosStudent bookTeachers guideMaps Charts  | Milestone in History and Government form 1 page 48-49Milestone Teachers guide 42-43Evolving world Bk 2 page K.L.B History and Government Bk 1 page 47-48Golden Tips pages 23 |  |
|  | 3 | The people of Kenya up to 19th Century | Origin, migration and settlement of the highlands NilotesThe maasaiThe Iteso | By the end of the lesson, the learner should be able toState the causes of Highland Nilotes migrationsExplain the origin, migration and settlement of the maasai and Iteso | DiscussionsExplanationAsking and answering questionsDrawing maps | PhotosStudents booksTeachers GuideMaps Charts  | Milestone in History and Government form 1 page 49-51Milestone Teachers guide 42-43Evolving world Bk 2 page 61-62K.L.B History and Government Bk 1 page 47-48Golden 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 toExplain the results of the migration and settlement of the Bantu | ExplainingAsking and answering questionsdiscussions | PhotosStudents bookTeachers GuideMapsPicturesHand-outsRealia | Milestone in History and Government form 1 page 51Milestone Teachers guide 42-43Evolving world Bk 2 page 58K.L.B History and Government Bk 1 page 49-51Golden 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 toExplain the results of migration and settlement of the Plan Nilotes | Explaining results of the migration and settlement of the Plain NilotesDiscussionsAsking and answering questions | MapsStudents bookTeachers guideChartsHand outs | Milestone in History and Government form 1 page 51-52Milestone Teachers guide 43Evolving world Bk 2 page 60-61K.L.B History and Government Bk 1 page 47-51Golden Tips pages 23High 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 to9a) explain the results of the migration and settlement of the highland Nilotes | DiscussionsExplanationsAnswering and asking questions | MapsStudents bookChartsHand-outsRealia | Milestone in History and Government form 1 page 52-53Milestone Teachers guide 43Evolving world Bk 2 page 61K.L.B History and Government Bk 1 page 48-51Golden Tips pages 24High 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 toExplain the results of the migration and settlement of the Cushites | ExplanationsDiscussionsAnswering and asking questions | MapsChartsHand-outsRealiaPicturesStudents bookTeachers guide | Milestone in History and Government form 1 page 53Milestone Teachers guide 43Evolving world Bk 2 page 53K.L.B History and Government Bk 1 page 48-51Golden Tips pages 24 |  |
|  | 2 | Social Economic and political organization of Kenya societies in 19th Century | BantuAgikuyu social economic organization | By the end of the lesson, the learner should be able toExplain the social economic organization of the Agikuyu | DiscussionsExplanationsAsking and answering questionsDrawing maps | ChartsPhotographsStudents booksMapsPicturesHand-outs | Milestone in History and form 1 page 54-55Milestone Teachers guide 43Evolving world Bk 2 page 63K.L.B History and Government Bk 1 page 52Golden Tips pages 26High Flyer page 12 |  |
|  | 3 | Social, economics and Political origins of Kenyan societies in the 19th century | BantusPolitics of the AgikuyuSocial and economic organization of the Ameru | By the end of the lesson, the learner should be able toExplain the political organization of the AgikuyuDiscuss the social and economics organization of the Ameru | Explaining the political organization of the AgikuyuDiscussing the social and economic organization of the AmeruAsking and answering questions | MapsStudents bookMapsHand-outscharts | Milestone in History and Government form 1 page 55-56Milestone Teachers guide 48Evolving world Bk 2 page 66-68K.L.B History and Government Bk 1 page 52-54Golden Tips pages 26High Flyer page 12-13 |  |
| 6 | 1 | Social economic and political organization of Kenya societies in the 19th century | The political organization of the AmeruThe political social and economic organization of Akamba | By the end of the lesson, the learner should be able toExplain the political organization of the AmeruThe political, social, and economics organization of the Akamba | Explaining the political organization of the ameruPolitical, social and economic organization of the Akamba | PhotosStudents bookTeachers guideMapsChartsHand-outsRealia  | Milestone in History and Government form 1 page 56-58Milestone Teachers guide 48Evolving world Bk 2 page 68-69K.L.B History and Government Bk 1 page 53-55Golden 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 toExplain the social, economics and political organization of the Abagusii | Explaining the social, economic and political organizationDiscussionAsking and answering questions on the content cover | PhotosChartsStudents bookMapsStudents bookTeachers Guide | Milestone in History and Government form 1 page 58-59Milestone Teachers guide 48Evolving world Bk 2 page 70-71K.L.B History and Government Bk 1 page 56Golden 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 toDiscuss the social economic and political organization of the Mijikenda | Discussing the social, economic and political organization of the MijikendaExplanationsAsking and answering questions | Students bookTeachers GuideChartsMapsHand-outsRealia  | Milestone in History and Government form 1 page 59-60Milestone Teachers guide 48Evolving world Bk 2 page 71-72K.L.B History and Government Bk 1 page 56-57 |  |
| 7 | 1 | Social economic and Political organization of Kenyan societies in the 19th Century | NilotesLuoThe social, economic and political organization of the luo | By the end of the lesson, the learner should be able toExplain the social, political and economic organization of the luo | ExplanationsDiscussionsAsking and answering questionsDrawing of the mapsdemonstrating | students bookteachers guidechartsmapshand-outsrealiapictures | Milestone in History and Government form 1 page 61-62Milestone Teachers guide 48Evolving world Bk 2 page 76-77K.L.B History and Government Bk 1 page 59Golden Tips pages 28High Flyer page 14 |  |
|  | 2 | Social economics and political organization of Kenyan societies in 19th Century | NilotesNandi Social and economic organization of the Nandi | By the end of the lesson, the learner should be able oExplain the social, economic organization of the Nandi | DiscussionsExplanationsAsking and answering questions | Students bookPicturesChartMapHandoutsRealia | Milestone in History and Government form 1 page 62-63Milestone Teachers guide 48Evolving world Bk 2 page 73-74K.L.B History and Government Bk 1 page 60-61 |  |
|  | 3 | Social economic and political organization of Kenya societies in 19th century  | NilotesNandi Political organization of the Maasai | By the end of the lesson, the learner should be able toExplain the political organization of the NandiExplain the social organization of the Maasai  | DiscussionsExplanationsDemonstrationsAsking and answering questions | Students booksTeachers GuideHand-outsRealiaPicturesCharts  | Milestone in History and Government form 1 page 62-63Milestone Teachers guide 48Evolving world Bk 2 page 74-75K.L.B History and Government Bk 1 page 60-61Golden Tips pages 29 |  |
| 8 | 1 | Social, economic and political organization of Kenyan societies in the 19th century | NilotesEconomic organization of the Maasai | By the end of the lesson, the learner should be able toExplain the economic organization of the Maasai | Explaining the economic organization of the MaasaiDiscussionsAsking and answering questions | Student booksHand outsTeachers guidePictures ChartsMaps  | Milestone in History and Government form 1 page 63-64Milestone Teachers guide 48Evolving world Bk 2 page 75K.L.B History and Government Bk 1 page 61 |  |
|  | 2 | Social, economic and political organization of Kenyan societies in the 19th century | NilotesEconomic organization of the Maasai | By the end of the lesson, the learner should be able toExplain the political organization of the Maasai | Explaining the political organization of the MaasaiDiscussionsAsking and answering questions | Students bookTeachers guidePhotosChartsMapsHandout  | Milestone in History and Government form 1 page 64Milestone Teachers guide 48Evolving world Bk 2 page 76K.L.B History and Government Bk 1 page 61 |  |
|  | 3 | Social, economic and political organization of Kenyan societies in the 19th century | CushitesBorannaThe social and economic organization of borana | By the end of the lesson, the learner should be able toExplain the social and economic organization of the BoranaExplain the eleven gada of the Boranna Kinship system | Discussing the organization of the BorannaExplanationsAsking and answering questions | PhotosStudents bookTeachers guideChartsHand-outs | Milestone in History and Government form 1 page 64-65Milestone Teachers guide 48Evolving world Bk 2 page 80-81K.L.B History and Government Bk 1 page 62-63Golden 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 toExplain the political organization of the Boranna | Discussing the political organization of the BorannaExplanationsAsking and answering questionsDemonstration using gestures | Students bookPhotographsTeachers guideHand-outs | Milestone in History and Government form 1 page 66Milestone Teachers guide 48Evolving world Bk 2 page 80-81K.L.B History and Government Bk 1 page 62-63Golden Tips page 30-31High Flyer page 15 |  |
|  | 2 | Social, economic and political organization of Kenyan societies in the 19th century | SomaliThe social and economic organization of the Somali | By the end of the lesson, the learner should be able toExplain the social and economic organization of the Somali | DiscussionsExplanationsAsking and answering questions | Students bookTeachers guidePicturesChartsHand-outs | Milestone in History and Government form 1 page 66Milestone Teachers guide 48Evolving world Bk 2 page 80K.L.B History and Government Bk 1 page 63-65Golden Tips page 30-31High 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 toDiscuss the political organization of the Somali | DiscussionsExplanationsAsking and answering questions | Students booksTeachers guidePicturesCharts Hand-out | Milestone in History and Government form 1 page 66-67Milestone Teachers guide 48Evolving world Bk 2 page 80K.L.B History and Government Bk 1 page 64Golden Tips page 30-31High 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 toDiscuss the early history of the East African Coast | Discussing the source of information of early African CoastExplanationsAsking and answering questions | Students bookTeachers guideMapsChartsHand-outs | Milestone in History and Government form 1 page 66-67Milestone Teachers guide 48Evolving world Bk 2 page 80K.L.B History and Government Bk 1 page 64Golden Tips page 30-31High 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 toDiscuss the sources of information on the early history of the East African Coast | DiscussionsExplanationsAsking and answering questions | Students bookTeachers guideMapsChartsHand outs | Milestone in History and Government form 1 page 68-69Milestone Teachers guide 53Evolving world Bk 2 page 84-85K.L.B History and Bk 1 page 66High 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 toIdentify the origin of the early visitors to the East African Coast up to 1500 | DiscussionsExplanationsAsking and answering questions | Students bookTeachers guideMapsChartsHand out | Milestone in History and Government form 1 page 69-70Milestone Teachers guide 53-54Evolving world Bk 2 page 85K.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 1500Romanian | By the end of the lesson, the learner should be able toIdentify the origin of early visitors to the East African coast up to 1500 i.e Romans | Identifying DiscussionsExplanationsAsking and answering questions | MapsStudents bookChartsHandoutsRealia pictures | Milestone in History and Government form 1 page 69-70Milestone Teachers guide 53-54Evolving world Bk 2 page 85K.L.B History and Government Bk 1 page 67 |  |
|  | 2 | Contacts between East African Coast and outside world up to 19th century  | ChinesePersians | By the end of the lesson, the learner should be able toIdentify the origin of the early visitors to the east African Coast i.e Chinese and persians | IdentifyingDiscussionsExplanationsAsking and answering questions | MapsStudents bookChartsHand-outsPicturesRealia | Milestone in History and Government form 1 page 70Milestone Teachers guide 53-54Evolving world Bk 2 page 85-86K.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 toIdentify the orign of the early visitors to the East African coast i.e Arabs | IdentifyingDemonstrationsExplanationsDiscussingAsking and answering questions | MapsChartsStudents bookTeachers guideHand outs | Milestone in History and Government form 1 page 70Milestone Teachers guide 53-54Evolving world Bk 2 page 85-86K.L.B History and Government Bk 1 page 68Gateway 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 worldOrganization of the tradeFactors which facilitated trade | By the end of the lesson, the learner should be able toExplain the development of trade between the East African Coast and outside worldExplaining factors that facilitated the trade | DiscussingAsking and answering questionsExplanationsDemonstratingIdentifying  | ChartsStudents bookTeachers guideHand-outsRealia Maps  | Milestone in History and Government form 1 page 70-71Milestone Teachers guide 54Evolving world Bk 2 page 87-89K.L.B History and Government Bk 1 page 68Gateway Revision page 22 |  |
|  | 2 | Contacts between East African Coast and outside world up to 19th century | Impacts of trade on the people of East AfricaInter marriagesKiswahili languageSwahili culture | By the end of the lesson, the learner should be able toDiscuss the extract of trade between the East African Coast and the outside world | DrawingsIdentifyingExplanationsAsking and answering questions | Teachers guideHand- outsStudents bookmaps | Milestone in History and Government form 1 page 72Milestone Teachers guide 54Evolving world Bk 2 page 89-90K.L.B History and Government Bk 1 page 69Gateway Revision page 22 |  |
|  | 3 | Contacts between East African Coast and outside world up to 19th century | The spread of IslamFactors that facilitated the spread of Islam | By the end of the lesson, the learner should be able toExplain factors that led to the spread of Islam | ExplanationsDiscussionsIdentifying StatingAsking and answering questions | Student bookHand-outsChartsMapsRealiaPersonal experience | Milestone in History and Government form 1 page 72-73Milestone Teachers guide 54Evolving world Bk 2 page 86-87K.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 statesReasons for Decline | By the end of the lesson, the learner should be able toExplain the characteristics of the coastal city statesExplain reasons for decline of the coast of city states | explainingDiscussionsIllustrationsAsking and answering questions | PhotosMapsStudents bookTeachers guideResource personsDiscussionsRealia  | Milestone in History and Government form 1 page 72-73Milestone Teachers guide 54Evolving world Bk 2 page 86-87K.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 statesFactors that contributed to the rise and growth of the coastal city states | By the end of the lesson, the learner should be able toDiscuss the factors that contributed to the growth of the coastal city state | DiscussingExplainingIllustrationsAsking and answering questionsdemonstrations | photosmapsstudents bookteachers guidedocumentsResource personRealia | Milestone in History and Government form 1 page 73-74Milestone Teachers guide 54Evolving world Bk 2 page 86-87K.L.B History and Government Bk 1 page 69Gateway Revision page 21-23High Flyer page 17Golden 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 toDiscuss the growth of wealth merchants | DiscussionsExplanationsDemonstratingAsking and answering questions | PicturesTeachers guideStudents bookResource personsRealiaDocument  | Milestone in History and Government form 1 page 73-74Milestone Teachers guide 54Evolving world Bk 2 page 86-87K.L.B History and Government Bk 1 page 69Gateway Revision page 21-23High Flyer page 17Golden 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 PortugueseReasons for coming of Portuguese | By the end of the lesson, the learner should be able toIdentify the reasons for the coming of the Portuguese to the East African Coast | DiscussingExplanationsIdentifying Asking and answering questions | PhotosResource personsStudents bookTeachers guideChartsMapsrealia | Milestone in History and Government form 1 page 73-74Milestone Teachers guide 54Evolving world Bk 2 page 86-87K.L.B History and Government Bk 1 page 69Gateway Revision page 21-23High Flyer page 17Golden Tips pages 37 |  |
|  | 2 | Contacts between East African and outside world up to 19th Century | Their consequences and rulesStates in the PortugueseConquest of the east African CoastReasons for their success | By the end of the lesson, the learner should be able toTrace the Portuguese conquest of East AfricaDiscuss factors that led to the success of the Portuguese conquest | ExplainingDiscussionsTracingIdentifyingAsking and answering questions | PicturesRealiaHand-outsStudents booksDocumentsResource persons | Milestone in History and Government form 1 page 76-78Milestone Teachers guide 54Evolving world Bk 2 page 91-93K.L.B History and Government Bk 1 page 70-71Gateway Revision page 24-25 |  |
|  | 3 | Contacts between East African and outside world up to 19th Century | Portuguese ruleDecline of Portuguese powerFactors that contributed to the decline of the Portuguese power | By the end of the lesson, the learner should be able toDiscuss the factors that contributed to the decline of the Portuguese powerDiscuss the impact of Portuguese rule | DiscussingExplainingIllustratingIdentifyingAsking and answering question | Resource personsStudents bookMapsTeachers guidePicturesHand-outsDocuments  | Milestone in History and Government form 1 page 77-81Milestone Teachers guide 54Evolving world Bk 2 page 93-95K.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 RuleFactors 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 toExplain the factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840 | DiscussingExplanationsDrawing mapsAsking and answering questions | MapsPhotosStudents bookDocumentsChartsHand-outsResource person | Milestone in History and Government form 1 page 81-83Milestone Teachers guide 54-55Evolving world Bk 2 page 91-93K.L.B History and Government Bk 1 page 73-75Gateway 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 toExplain how Seyyid Said developed plant from Agriculture | ExplainingDiscussingAsking and answering questions | PhotosStudents bookTeachers GideMapChartsResource person | Milestone in History and Government form 1 page 83Milestone Teachers guide 55Evolving world Bk 2 page 91-93K.L.B History and Government Bk 1 page 73-74Gateway Revision page 24-25 |  |
|  | 3 | Contacts between East African and outside world up to 19th Century | International TradeOrganization and developmentConsequences to long distance and international trade | By the end of the lesson, the learner should be able toExplain the organization and development of international tradeExplain the consequences of long distance and international trade | ExplainingDiscussionsAsking and answering questions | Students bookTeachers GuideDocumentsChartsMapsHand-outsResource personRealia | Milestone in History and Government form 1 page 86-87Milestone Teachers guide 55Evolving world Bk 2 page 103-105K.L.B History and Government Bk 1 page 76-77Gateway Revision page 28-29 |  |
| 4 | 1 | Contacts between East African and outside world up to 19th Century | The spread of ChristianityReasons for the coming of Christian missionary | By the end of the lesson, the learner should be able toExplain the reasons for coming of Christian missionaries and missionary attributes in East African | DiscussionsExplanationsAsking and answering questionsDemonstration  | PhotosMapsChartsStudents bookHand-outsRealia | Milestone in History and Government form 1 page 88-90Milestone Teachers guide 54Evolving world Bk 2 page 105-107K.L.B History and Bk 1 page 77-79Gateway Revision page 29 |  |
|  | 2 | Contacts between East African and outside world up to 19th Century | Factors that contributed to the spread of ChristianityChallenges that the Christian missionaries Faced | By the end of the lesson, the learner should be able toExplain the factors that contributed to the spread of Christianity and challenges that the Christian missionary faced | ExplainingDiscussionsAsking and answering questions | Photos MapsStudents bookTeachers guideHand-outsRealiaDocuments | Milestone in History and Government form 1 page 90-91Milestone Teachers guide 55Evolving world Bk 2 page 108-109K.L.B History and Government Bk 1 page 77-79Gateway 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 toExplain the effects of missionary activities in East Africa | ExplainingDiscussionsAsking and answering questions | Students bookTeachers guideDocumentsRealiaHand-outsNewspaper cuttingscharts | Milestone in History and Government form 1 page 91Milestone Teachers guide 55Evolving world Bk 2 page 109-111K.L.B History and Government Bk 1 page 80-81 |  |
| 5 | 1 | Citizenship | Meaning of citizenshipKenyan citizenship | By the end of the lesson, the learner should be able toExplain the meaning of citizenship and where Kenyan Citizenship entails | ExplainingDiscussingAsking and answering questionsIllustrationsdrawing | students bookteachers guideDocumentsNewspaper cuttingsHand-outsCharts Maps | Milestone in History and Government form 1 page 93Milestone Teachers guide 61Evolving world Bk 2 page 113-114K.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 toExplain the circumstances under which citizenship can be withdrawn | DiscussionsExplanationsIllustrationsAsking and answering questions | MapsStudents bookTeachers GuidePicturesNewspaper cuttingResource person | Milestone in History and Government form 1 page 93-94Milestone Teachers guide 61Evolving world Bk 2 page 113-114K.L.B History and Government Bk 1 page 84 |  |
|  | 3 | Citizenship | Rights of a citizenRight to lifeRight to liberty | By the end of the lesson, the learner should be able toExplain the rights of Kenyan CitizenRight to LifeRight to Liberty | DiscussingExplanationsAsking and answering questions | PhotosNewspaperCuttingsStudents bookResource personHand-outs | Milestone in History and Government form 1 page 94-94Milestone Teachers guide 61Evolving world Bk 2 page 114-118K.L.B History and Government Bk 1 page 84-86 |  |
| 6 | 1-2 | Citizenship | Rights to the childProtection from slavery and forced labourProtection from tortureRight of propertyFreedom of movementFreedom of assemblyFreedom of expression | By the end of the lesson, the learner should be able toExplain the rights of child and other rights of a citizen e.gProtection of slavery and forced labourProtection from torture | DiscussionsExplanationsAsking and answering questionsIllustrationsDemonstratingIdentifying  | DocumentsResource personsChartsRealinNews paper cuttingsPicturesStudent bookTeachers Guide | Milestone in History and Government form 1 page 94-94Milestone Teachers guide 61Evolving world Bk 2 page 114-118K.L.B History and Government Bk 1 page 84-86 |  |
|  | 3 | Citizenship  | Responsibilities of Kenyan CitizenPersonal and civic responsibility | By the end of the lesson, the learner should be able toExplain the civic and personal responsibilities of citizens | ExplanationsAsking and answering questionsdiscussions | News cuttingDocumentsStudents bookTeachers GuideResource personChartsPictureHandoutsRealia  | Milestone in History and Government form 1 page 97-100Milestone Teachers guide 61Evolving world Bk 2 page 117-119K.L.B History and Government Bk 1 page 86-87 |  |
| 7 | 1 to 2 | Citizenship | Civic ResponsibilitiesLimitation to rights of citizens | By the end of the lesson, the learner should be able toExplain the civic responsibilities of a citizen | DiscussionsExplanationsAsking and answering questionsDiscussing  | DocumentsHand-outsResource personsStudent bookRealiaPersonal experienceNews papers cuttings | Milestone in History and Government form 1 page 97-100Milestone Teachers guide 61-62Evolving world Bk 2 page 117-119K.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 toExplain the elements of good citizenship | DiscussionsExplanationsAsking and answering questions | DocumentsTeachers bookStudents bookHand-outsRealiaDocumentsNews cuttingsResource person | Milestone in History and Government form 1 page 100-102Milestone Teachers guide 62-63Evolving world Bk 2 page 118-119K.L.B History and Government Bk 1 page 86-87 |  |
| 8 | 1 | National Integrations | Meaning of national integrationImportance of national integration | By the end of the lesson, the learner should be able toExplain the meaning and importance of national integration | DocumentsDiscussionsAsking and answering questions | Students bookTeachers GuideDocumentsHand-outsRealiaNewspaper cuttingscharts | Milestone in History and Government form 1 page 103-104Milestone Teachers guide 65-68Evolving world Bk 2 page 120-121K.L.B History and Government Bk 1 page 89-90 |  |
|  | 2 | National Integration | Factors promoting National unityThe constitutionNational mottosNational languageNational political parties | By the end of the lesson, the learner should be able toExplain the factors that promote national unity | DiscussionsExplanationsAsking and answering questions | Students bookDocumentChartsTeachers guideNewspaper cuttingsHand-outsRealia  | Milestone in History and Government form 1 page 104-105Milestone Teachers guide 65-68Evolving world Bk 2 page 121-124K.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 toExplain the factors that promote national unity | DiscussionsExplanationsNote takingAsking and answering questions | Students booksTeachers GuideRealiaDocumentsResource person Charts  | Milestone in History and Government form 1 page 105-106Milestone Teachers guide 65-68Evolving world Bk 2 page 122K.L.B History and Government Bk 1 page 90 |  |
| 9 | 1 - 2 | National Integration | Equitable distribution of resourcesSocial economic interactionFactors limiting national unity i.e tribalism, nepotism, racism | By the end of the lesson, the learner should be able toExplain the factors that promote National unityExplain factors that limit National unity | DiscussionsIdentifyingListening to a resource personAsking and answering questions | Resource personStudents bookTeachers guideRealiaChartsPicturesNewspaper cuttingsHand outs | Milestone in History and Government form 1 page 105-106Milestone Teachers guide 65-68Evolving world Bk 2 page 121-126K.L.B History and Government Bk 1 page 90 |  |
|  | 3 | National Integration | Factors limiting National Unity i.eReligious rivalryUneven economic developmentCorruptionDivisible politics | By the end of the lesson, the learner should be able toExplain the factors that limit national unity | IdentifyingDiscussingExplanationsListeningAsking and answering questions | Teachers GuidePicturesStudent bookTeachers experienceResource personHand outsRealia | Milestone in History and Government form 1 page 106-107Milestone Teachers guide 65-68Evolving world Bk 2 page 124-126K.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 toExplain the meaning of conflictExplain the causes of conflicts at individual level and national levelExplain methods of conflict resolution | DiscussionsExplanationsListening Asking and answering questionsNote taking | Student bookTeachers guidePicturesHand-outsRealiaResource personCharts  | Milestone in History and Government form 1 page 107-110Milestone Teachers guide 65-68Evolving world Bk 2 page 126-129K.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 toExplain the process of conflict resolution/resolving | Explaining DiscussionsAsking and answering questionsRevising questionsillustrating | photosstudents bookteachers Guidehand-outsRealiaResource person | Milestone in History and Government form 1 page 110-111Milestone Teachers guide 65-68Evolving world Bk 2 page 126-129K.L.B History and Government Bk 1 page 93-97 |  |
| 11 | 1-3 | **END OF YEAR EXAMINATIONS** |  |
| 12 |  | **PREPARATION OF REPORTS AND CLOSING** |  |