**HISTORY SCHEMES OF WORK**

**FORM TWO 2016**

**TERM I**

**REFERENCES:**

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

Compiled by Schools Net Kenya (SNK) in partnership with Jospa Publishers | P.O. Box 3029 – 00200 Nairobi |

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 | 1-3 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 2 | 1 | Trade | Definition of tradeMethods of tradeBarter tradeCurrency trade | By the end of the lesson, the learner should be able to define the tem tradeIdentify the methods of trade | Defining termsIdentifyingExplainingAsking and answering questions | Student’s bookResource personPictures | Milestone in History and Government form II page 1-3Milestone Teachers guide 65-68Evolving world Bk 2 page 126-129K.L.B History and Government Bk 1 page 93-97 |  |
|  | 2 to 3 | trade | Types of tradeOrigin and development | By the end of the lesson, the learner should be able toState types of tradeExplain the origin, development, organization and the impact of local tradeExplain the origin, development and trade goods during the trans-saharan trade | DiscussionsIdentifyingDescribingAsking and answering questionsillustrations | hand-outsRealiadocumentsResource personsStudents bookTeachers guideChartsPicturesGateway Revision | Milestone in History and Government form II page 3-6Milestone Teachers guide 32-34Evolving world Bk 2 page 4-7History and Government pages 32-33Golden tips page 65 |  |
| 3 | 1 | Trade | Trans-Saharan TradeOrganization of the TradeTrade RoutesProblems faced by trades | By the end of the lesson, the learner should be able toDefine the term Trans-Saharan TradeExplain the organization trade routes of the tradeExplain the problems faced by the traders during the Trans-Saharan trade | DiscussionsIdentifying trade routesAsking and answering questionsDefining terms | Student bookTeachers book or guideResource personChartsDocumentsRealiaNews paper cuttingsGateway Revision | Milestone in History and Government form II page 6-8Milestone Teachers guide 32-38Evolving world Bk 2 page 6-9Gateway Secondary RevisionHistory and Government pages 32-33Golden tips page 65-66 |  |
|  | 2 | Trade | Decline of the trans-Saharan  | By the end of the lesson, the learner should be able toExplain the decline of the Trans-Saharan trade | Discussing the decline of trans-saharan tradeExplanationsAsking and answering questions | Gateway RevisionTeachers GuideChartsMapsStudents bookHand-outs | Milestone in History and Government form II page 8-9Milestone Teachers guide 32-38Evolving world Bk 2 page 10Gateway Secondary Revision pg 34 |  |
|  | 3 | Trade | Impact of the trans-Saharan trade | By the end of the lesson, the learner should be able toExplain the impact of the trans-Saharan trade | DiscussingMaking and taking notesAsking and answering questions | Gateway RevisionTeachers guideChartsMapsStudents bookHand outs | Milestone in History and Government form II page 9-10Milestone Teachers guide 32-34Evolving world Bk 2 page 9-10Gateway Secondary Revision pg 34 |  |
| 4 | 1 | Trade | International TradeTrans-Atlantic tradeOrigin and development | By the end of the lesson, the learner should be able toState the origin of the Trans-Atlantic tradeDiscuss the development of the trans-Atlantic tradeDefine the term international trade | Defining international tradeDiscussing the origin and development of Trans- Atlantic tradeAsking and answering questionsNote taking  | Students bookMapsChartsGateway revisionHand-outsRealiaPicturesDocumentsResource person | Milestone in History and Government form II page 10-12Milestone Teachers guide 32-34Evolving world Bk 2 page 11-14Gateway Secondary Revision 34-35History and Government pages 11-14Golden tips page 67-68 |  |
|  | 2 | Trade | Organization of the trans-Atlantic TradeMethods used to obtain slaves | By the end of the lesson, the learner should be able toExplain the organization of trans-Atlantic tradeDescribe the methods used to obtain slaves | ExplainingDiscussionsAsking and answering questionsNote taking | PicturesRealiaHandoutsResource personDocumentsGateway Revision | Milestone in History and Government form II page 12-13Milestone Teachers guide 32-34Evolving world Bk 2 page 11-14Gateway Secondary Revision 35History and Government pages 14-16Golden tips page 68 |  |
|  | 3 | Trade | Decline of Trans-Atlantic of tradeImpact of Trans- Atlantic trade | By the end of the lesson, the learner should be able toExplain the decline of Trans-Atlantic tradeDiscuss the impact of the trans-Atlantic trade | ExplanationsDiscussionsAsking and answering questionsNote taking | Students bookPictures Teachers ChartsMapsResource personGateway Revision | Milestone in History and Government form II page 13-16Milestone Teachers guide 32-34Evolving world Bk 2 page 16-19Gateway Secondary Revision 36-37 |  |
| 5 | 1 | Transport | Definition of transportTraditional forms of transport | By the end of the lesson, the learner should be able toDefine the term “transport”Identify traditional forms of transportExplain land transport and human and animal transport | Explaining meaning of the terms transportDiscussionsAsking questionsNote taking | Students bookPicturesTeachers ChartsMapsResource personGateway revision | Milestone in History and Government form II page 18-21Milestone Teachers guide 36-37Evolving world Bk 2 page 16-19Gateway Secondary Revision 38History and Government pages 20-23Golden tips page 70 |  |
|  | 2 to 3 | Transport | Wheel vehiclesUse of the wheels in MesopotamiaChinaAfricaEurope  | By the end of the lesson, the learner should be able toDescribe the development of the wheel in Mesopotamia, china, Africa and EuropeDescribe wheeless vehicle or a form of land transport | DiscussingExplanationsDescribingNote takingAsking and answering questions | Students bookTeachers guideChartsMapsHand-outsRealiaGateway Revision | Milestone in History and Government form II page 21-24Milestone Teachers guide 36-37Evolving world Bk 2 page 21-22Gateway Secondary Revision 38History and Government pages 14-16Golden tips page 73 |  |
| 6 | 1 | Transport | Water TransportBoatsDug-out boatsRaftsCamoesSailing ships | By the end of the lesson, the learner should be able toExplain water as a means of transport | ExplainingDrawing picturesNote taking Asking and answering questions | Students bookTeachers guideChartsMapsHand-outsRealia  | Milestone in History and Government form II page 35Milestone Teachers guide 36-37Evolving world Bk 2 page 21-22Gateway Secondary Revision 41 |  |
|  | 2 | Development of Transport and communication | Development in modern means of TransportRoad transportRoman roadsModern roadsBicycle Motor vehicle  | By the end of the lesson, the learner should be able toExplain road transport as a means of transport i.e explain how Mac. Adam roads were madeTrace the development of the bicycle and motor vehicle*© Education Plus Agencies* | Discussing how the Mac. Adam roads were madeExplaining the difference between the Adam and modern tarmac roadsDiscussing the development in bicycle and explaining the development of the motor vehicle | Students bookPhotosTeachers guidePhotographs | Milestone in History and Government form II page 26-31Milestone Teachers guide 36-37Evolving world Bk 2 page 26-29Gateway Secondary Revision 39 |  |
|  | 3 | Development of transport and communication | Rail transportElectric engineTrans-Sahara railwayGreat American RailwayThe Canadian-pacific railwayThe Ugandan railway | By the end of the lesson, the learner should be able toExplain the development of the railway from the invention of steam engine locomotiveDiscuss the advantages of the great American RailwayDiscuss the advantages of the Canadian pacific and Ugandan railway | Discussing the great railwayIllustrating their advantages and disadvantagesAsking and answering questions | Students bookPhotosTeachers guide | Milestone in History and Government form II page 31-35Milestone Teachers guide 36-38Evolving world Bk 2 page 21-22Gateway Secondary Revision 40Golden tips page 77High Flyer page 31 |  |
| 7 | 1 | Development of air transport and communication | TransportDevelopment of air transport, space explorationOrigin of space exploration  | By the end of the lesson, the learner should be able toDiscuss each attempted of inventing, the aero plane and explaining the impact of air transport todayDiscuss space frame today | Discussing the impact of air travelDiscussing early attempts to invent aeroplaneDiscussing impacts of air transport and space exploration  | PhotosStudents booksGateway RevisionPhotosStudents bookTeachers guide | Milestone in History and Government form II page 38-40Milestone Teachers guide 38Evolving world Bk 2 page 21-22Gateway Secondary Revision 40Golden tips page 80-87High Flyer page 32 |  |
|  | 2 | Development of transport and communication | Air transport Development of air transportSpace explorationOrigin of space exploration | By the end of the lesson, the learner should be able toExplain how the steam power shout is passed to drive steam shipsName three pioneers in the world of steamships and explain their contribution in this area | Explain how steam power worksIdentifying three power in steamship explaining their contributions in the areaNaming Note takingAsking and answering questions | PhotosStudents bookGateway RevisionChartsPicturesHand-outsRealiaResource persons | Milestone in History and Government form II page 36-38Milestone Teachers guide 36-38Gateway Secondary Revision 42Golden tips page 82High Flyer page 32 |  |
|  | 3 | Development of transport and communication | Impact of modern means of transportImpact of road transportImpact of rail transportImpact of space exploration/travel | By the end of the lesson, the learner should be able toDiscuss the achievements of space explorationDiscuss the impact of road, railway and water transportDiscuss the impact of air transport and space exploration travel  | Revising and achievements of space explorationExplaining the impact of railway and water transportDiscussing the impact of air transport and space explorationsAsking and answering questionsNote taking | Gateway RevisionphotosStudents booksDocumentsTeachers GuideRealiaHand-outsResource person | Milestone in History and Government form II page 41-44Milestone Teachers guide 38Gateway Secondary Revision 43-44Golden tips page 82-83 |  |
| 8 | 1 | Development of transport and communication | Traditional forms of communicationSmoke signalsDrum beatsMessengersHorn blowingWritten messagesStone tablesScrolls  | By the end of the lesson, the learner should be able toDiscuss the traditional forms of communication | Discussing the traditional forms of communicationAsking and answering questionsNote takingExplanations  | PhotosStudents booksTeachers guideDocuments ChartsGateway RevisionRealiaResource person | Milestone in History and Government form II page 45-47Milestone Teachers guide 38Gateway Secondary Revision 45Golden tips page 83High Flyer page 33 |  |
|  | 2 | Development of transport and communication | Development in modern forms of communicationTelegraphE-mailFax (Facsimile) | By the end of the lesson, the learner should be able toIdentify the modern means of communicationExplain the use of telephone, cell phones, television and radio | Discussing the modern forms of communicationTelecommunicationTelephones & cell phonesTelevisionRadio | PhotosStudents bookTeachers guideGateway revision | Milestone in History and Government form II page 43-50Milestone Teachers guide 39Evolving world Bk 2 page 57-61Gateway Secondary Revision 45-49Golden tips page 86-89High Flyer page 32 |  |
|  | 3 | Development of transport and communication | Development in modern terms of communicationsTelegraphE-mailFax (Facsimile) | By the end of the lesson, the learner should be able toExplain the use of telegraph, E-mail and Fax (Facsimile ) | Discussing the use of telegraph, E-mail and faxExplanationsDrawingAsking and answering questionsNote taking | PhotosStudents bookTeachers guideGateway RevisionChartsRealiaHandoutsDocumentsResource personsPersonal experience | Milestone in History and Government form II page 43-50Milestone Teachers guide 39Evolving world Bk 2 page 60Gateway Secondary Revision 47Golden tips page 87-88High Flyer page 34-35 |  |
| 9 | 1 | Development of transport and communication | TelexPagerInternetSatellites rocketsImpacts of telecommunication services | By the end of the lesson, the learner should be able toExplain the use of the telex, pager, the internet and satellite of rocketsDiscuss the impact of telecommunication services | Discussing the use of telex, pager, internet and the satellites of rocketsDiscussing the impact of telecommunication resourcesExplanationsAsking and answering questionsNote taking  | PhotosStudents bookTeachers guideGateway revisionChartPicturesHand-outsRealiaPersonal experience | Milestone in History and Government form II page 52-55Milestone Teachers guide 39Evolving world Bk 2 page 60Gateway Secondary Revision 47-48Golden tips page 88-89High Flyer page 35Evolving world page 61-64 |  |
|  | 2 | Development of transport and communication | Development in modern means of communicationPrint mediaNewspapersmagazines | By the end of the lesson, the learner should be able toexplain the role of the media in national development and discuss positive and negative impacts of the print medias | discussing the role of the print media in national developmentexplanationsillustratingasking and answering questionsnote taking  | photosNewspapersMagazinesStudents booksTeachers guide | Milestone in History and Government form II page 55-59Milestone Teachers guide 39Gateway Secondary Revision 49-50Golden tips page 89-90High Flyer page 34 |  |
|  | 3 | Development of communication | JournalsPeriodicalsPositive impact of point mediaNegative impact of print mediaNewspapersMagazines | By the end of the lesson, the learner should be able toExplain the role of the print media national development and discuss the positive and negative impacts of print media | Discussing the use of print mediaExplaining the effects of print media (both positive and negative effects)Asking and answering questionsNote taking | Students booksPhotosVideo films and documentationsResource personTeachers guideChartsNewspaper cuttingsGateway revision  | Milestone in History and Government form II page 59-60Milestone Teachers guide 39Evolving world Bk 2 page 60Gateway Secondary Revision 50Golden tips page 90High Flyer page 34Evolving world page 65-68 |  |
| 10 | 1 | Development in industry | Definition of IndustryEarly sources of energyWoodWaterWind  | By the end of the lesson, the learner should be able toDefine the term industry and identify the early sources of energy i.e wind, water and wood | Defining the term industryDiscussing the early sources of energyAsking and answering questionsNote taking | Students bookTeachers guideChartsGateway revisionRealiaHandoutsResource persons | Milestone in History and Government form II page 62-63Milestone Teachers guide 41-42Evolving world Bk 2 page 69-70Gateway Secondary Revision 51Golden tips page 92High Flyer page 36Evolving world page 61-64 |  |
|  | 2 | Development industry | Uses of metals in AfricaBronzeGoldCopper  | By the end of the lesson, the learner should be able toExplain the uses of bronze, gold and copper | Explaining the uses of bronze, gold and copperNotes takingAsking and answering questionsDiscussing  | PicturesStudent bookTeachers guideGateway revisionChartsMapsResource person | Milestone in History and Government form II page 63Milestone Teachers guide 42Evolving world Bk 2 page 71-72Gateway Secondary Revision 51Golden tips page 93High Flyer page 37Evolving world page 71-72 |  |
|  | 3 | Development of industry | IronConsequences of iron working | By the end of the lesson, the learner should be able toExplain the uses of iron and the consequences of iron working | Discussing the uses of ironExplaining the consequences of iron workingAsking and answering questions | PhotosStudents bookTeachers bookRevisionHand-outsScrollsDocuments ChartsMaps  | Milestone in History and Government form II page 64-65Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 51-52Golden tips page 94High Flyer page 37Evolving world page 61-64 |  |
| 11 | 1 | Development of industry | Industrial Revolution in EuropeUses of various sources of energyCoalPetroleum  | By the end of the lesson, the learner should be able toExplain the uses of various source of energy i.e cool and petroleum  | Discussing the uses of ironExplaining the consequences of iron workingAsking and answering questions | PhotosStudents bookTeachers bookRevisionHand-outsScrollsDocumentsCharts maps | Milestone in History and Government form II page 65-66Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 52-53Golden tips page 94-96High Flyer page 38-39Evolving world page 74-80 |  |
|  | 2-3 | Development of Industry | Industrial Revolution in EuropeSteam and its usesElectricityUses of iron & steel | By the end of the lesson, the learner should be able toExplain the uses of various sources of energy i.e steam & electricityExplain the uses of iron and steel | Revising on the uses of various sources of energy i.e coal and petroleumExplain uses of steam and electricityDiscussing the uses of iron and steel | Students bookTeachers guideGateway RevisionRealiaHandoutsChartsMaps | Milestone in History and Government form II page 67-69Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 53Golden tips page 95-96High Flyer page 38-39Evolving world page 77-80 |  |
| 12 | 1 | Development of industry | Industrialization in BritainCharacteristics of industrial revolutionThe textile industry in Britain | By the end of the lesson, the learner should be able toExplain the characteristics of the industrial revolutionDescribe the textile industry in Britain  | Explaining the characteristics of industrial RevolutionDescribe the textile industry in Britain | Students bookTeachers guideGateway RevisionRealiaHandoutsChartsMaps  | Milestone in History and Government form II page 69-71Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 54Golden tips page 96-97High Flyer page 39-40Evolving world page 80-81 |  |
|  | 2 | Development of Industry | Industrialization in Continental EuropeReasons why continental Europe countries lagged behind in industrial take off | By the end of the lesson, the learner should be able toExplain why continental European countries lagged in industrial take off | Explaining why continental Europe lagged behind in industrial take off | Students bookTeachers guideChartsMapsRealiaResource person | Milestone in History and Government form II page 72-73Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 55-56Golden tips page 97High Flyer page 40Evolving world page 80-81 |  |
|  | 3 | Development of Industry | Factors contributing to Britain’s Industrialization  | By the end of the lesson, the learner should be able toExplain factors contributing to Britain Industrialization | Explaining the factors that contributed to industrial revolution in Britain | Students bookTeachers guideGateway revisionResource personsChartsMapHand outs | Milestone in History and Government form II page 71-72Milestone Teachers guide 42Evolving world Bk 2 page 80Gateway Secondary Revision 54Golden tips page 96High Flyer page 39Evolving world page 80-81 |  |
| 13 | 1 | Development of industry  | Effects of industrial Revolution in EuropePolitical effectsEconomic effects | By the end of the lesson, the learner should be able toExplain the effect of industrial revolution | Discussing the effects of industrial Revolution i.e Political and economic effects | PhotosStudents bookTeachers guideGateway RevisionRealiaHandoutsVideosResource person | Milestone in History and Government form II page 73-74Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 55-56Golden tips page 97High Flyer page 40Evolving world page 82 |  |
|  | 2 | Development of industry | Social effects of industrial revolution in Europe | By the end of the lesson, the learner should be able toExplain the social effects of industrial revolution in Europe | Explaining the social effects of industrial revolution in EuropeMaking and taking notes | PhotosStudents bookTeachers guideHand-outChartsMapsRealia | Milestone in History and Government form II page 74-76Milestone Teachers guide 42Evolving world Bk 2 page 73Gateway Secondary Revision 56Golden tips page 97High Flyer page 40Evolving world page 83 |  |
|  | 3 | Development of industry | Scientific RevolutionScientific inventionsMedicine  | By the end of the lesson, the learner should be able toExplain the scientific inventions made in medicine | Explaining the scientific inventions made in medicineAsking and answering questionsNote taking | PhotosStudents bookTeachers guideChartsResource personRealiaHandoutsVideos  | Milestone in History and Government form II page 76-79Milestone Teachers guide 43Evolving world Bk 2 page 73Gateway Secondary Revision 56Golden tips page 97High Flyer page 41 |  |
| 14 | 1-3 | **END OF TERM EXAMINATIONS** |  |
| **15** |  | **PREPARATION OF REPORTS AND CLOSING** |  |

**HISTORY SCHEMES OF WORK**

**FORM TWO 2016**

**TERM II**

**REFERENCES:**

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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 | Development of Industry | Scientific inventionsPhysics | By the end of the lesson, the learner should be able toDiscuss the inventions made in PhysicsState and explain two inventors and their inventions in the field of physics  | Discussing the inventions made in physicsAsking and answering questionsStating various inventors and their inventionexplanations | picturesstudents bookteachers guidechartsmapsRealiaResource Person | Milestone in History and Government form II page 79-80Milestone Teachers guide 43Evolving world Bk 2 page 84-85Gateway Secondary Revision 57-58Golden tips page 98High Flyer page 41 |  |
|  | 2 | Development of Industry | ChemistryBiology  | By the end of the lesson, the learner should be able toState the inventors and their inventions in chemistry and BiologyDiscuss the inventions made in chemistry and Biology | DiscussionsExplanationsNote takingIllustrationsDrawingsAsking and answering questions | ChartsMapsPicturesRealiaResource personPhotosHand-outsDocumentsStudents bookTeachers Guide | Milestone in History and Government form II page 80-81Milestone Teachers guide 43Gateway Secondary Revision 58-59Golden tips page 97Evolving world History and Government page 85 |  |
|  | 3 | Development of Industry | Impact of scientific inventionsAgricultureIndustry  | By the end of the lesson, the learner should be able toDiscuss the impact of scientific inventions in Agriculture and industry | DiscussionsExplanationsNote takingAsking questions for clarificationsAnswering questionsDemonstrations  | Teachers GuideStudents bookDocumentsPicturesHand-outsResource personChartsRealia  | Milestone in History and Government form II page 81-84Milestone Teachers guide 43Gateway Secondary Revision 59-60Golden tips page 97High Flyer page 40Evolving world page 90-91 |  |
| 3 | 1 | Development of Industry | Impact on scientific inventions on medicineFactors undermining scientific revolution countries | By the end of the lesson, the learner should be able toDiscuss the impact of scientific inventions in medicineExplain factors undermining the scientific revolution in developing countries | DiscussionsExplanationsMaking and taking notesDemonstratingAsking and answering questions | Students bookTeachers guideChartsResource personsRealiaPicturesDiscussionsTeachers notes | Milestone in History and Government form II page 85-86Milestone Teachers guide 43Gateway Secondary Revision 60Golden tips page 100High Flyer page 42Evolving world page 92 |  |
|  | 2  | Developing of industry | Emerging of the worlds industrial world powersUnited states of America (USA) | By the end of the lesson, the learner should be able toDiscuss the factors that let or contributed to industrialization in the U.S.A | DiscussionsExplanationsMaking and taking notesDrawing mapsAsking and answering questions | PhotosStudents bookTeachers guideGateway revisionHand-outsRealiaResource person | Milestone in History and Government form II page 87-89Milestone Teachers guide 43Gateway Secondary Revision 61Golden tips page 100-101High Flyer page 42Evolving world page 93-94 |  |
|  | 3 | Development of Industry | GermanyFactors that facilitated industrialization in Germany | By the end of the lesson, the learner should be able toDiscus the factors that led to industrialization in GermanyDiscuss factors that enabled Germany to recover after the two wars | DiscussingExplanationsAsking and answering questionsDrawing maps | PicturesStudent bookTeachers guideGateway RevisionChartsMaps  | Milestone in History and Government form II page 89-91Milestone Teachers guide 43Gateway Secondary Revision 61Golden tips page 101Evolving world History and Government page 92 |  |
| 4 | 1 | Development of Industry | JapanFactors that contributed to industrialization in Japan | By the end of the lesson, the learner should be able toExplain the factors that contributed to industrialization in Japan | Explaining the factors that contributed to industrialization in Japan | ChartsPhotosStudents bookTeachers guideGateway Revision | Milestone in History and Government form II page 91-93Milestone Teachers guide 43Gateway Secondary Revision 62Golden tips page 101-102High Flyer page 43Evolving world History and Government page 99-100 |  |
|  | 2 | Development in industry  | Industrialization in the third world countriesSouth AfricaFactors that facilitated the growth of industry in South Africa | By the end of the lesson, the learner should be able toDefine the term third world and explain the factors that facilitated the growth of industry in south Africa | Defining term third world countriesExplaining the factors that led to growth of industry in South Africa | ChartsPhotosStudents bookTeachers guideGateway Revision | Milestone in History and Government form II page 93-95Milestone Teachers guide 43Gateway Secondary Revision 62Golden tips page 101-102High Flyer page 43Evolving world History and Government page 99-100 |  |
|  | 3 | Development in industry | BrazilFactors that have promoted industrial growth in Brazil | By the end of the lesson, the learner should be able toDiscuss the factors that led to industrial growth in Brazil | Explaining the factors that led to industrial growth in Brazil | Students bookTeachers guideGateway RevisionResource personsRealiaHand-outsChartsMaps  | Milestone in History and Government form II page 97-98Milestone Teachers guide 43Gateway Secondary Revision 63Golden tips page 102High Flyer page 44Evolving world History and Government page 100-102 |  |
| 5 | 1 | Development of industry | IndiaFactors that contributed growth in India | By the end of the lesson, the learner should be able toExplain the factors that have contributed to industrial growth in India | Discussing the factors leading to industrial growth in IndiaNote takingQuestions and answers | ChartsStudents bookTeachers guideRealiaDocumentsNewspaper cuttingsHand-outsScrolls  | Milestone in History and Government form II page 98-99Milestone Teachers guide 43Gateway Secondary Revision 63Golden tips page 103High Flyer page 44Evolving world History and Government page 104-106 |  |
|  | 2 | Urbanization | Meaning of urbanizationEarly urbanization in AfricaFactors that facilitated early urbanization in Africa and Europe | By the end of the lesson, the learner should be able toDefine the term urbanizationDescribe the factors that facilitated urbanization in Africa and Europe | Defining urbanizationDiscussing the factors that facilitated early urbanization in Africa and Europe | MapsNewspapers cuttingsPhotosGraphsStudents bookTeachers guide  | Milestone in History and Government form II page 101Milestone Teachers guide 45-47Gateway Secondary Revision 64Golden tips page 105High Flyer page 46Evolving world History and Government page 108-109 |  |
|  | 3 | Urbanization | Early urbanization in CairoFactors that facilitated urbanization in Cairo | By the end of the lesson, the learner should be able toExplain the factors that facilitated urbanization | Discussing factors that facilitated urbanization in Cairo | MapsStudents bookTeachers guideChartsMapsText books | Milestone in History and Government form II page 101Milestone Teachers guide 45-47Gateway Secondary Revision 64Golden tips page 105High Flyer page 46Evolving world History and Government page 108-109 |  |
| 6 | 1 | urbanization | Early urbanization consequences of urbanization | By the end of the lesson, the learner should be able toExplain the consequences of urbanization in Cairo | Discussing the consequences of urbanization in CairoDrawing maps | Student booksTeachers guideMapsChartsRealiaNewspapers cuttingsHand-outsResource person | Milestone in History and Government form II page 101-103Milestone Teachers guide 47Gateway Secondary Revision 65Golden tips page 105High Flyer page 46Evolving world History and Government page 109-110 |  |
|  | 2 | Urbanization | Early urbanizationMerowe/MeroeKilwa  | By the end of the lesson, the learner should be able toExplain the early urbanization in Merowe or Meroe and Kilwa | Discussing the early urbanization in Meroe and KilwaDrawing maps | PhotosStudents booksTeachers guideChartsHandoutsNewspapers cuttingsRealia | Milestone in History and Government form II page 104Milestone Teachers guide 47Gateway Secondary Revision 65Golden tips page 105High Flyer page 47Evolving world History and Government page 107-108 |  |
|  | 3 | Urbanization | Early urbanization in EuropeFactors that contributed to early urbanization in Europe and London | By the end of the lesson, the learner should be able toExplain the factors that contributed to early urbanization in London | Explaining the factors that contributed to early urbanization in London | MapsStudent bookTeachers guideGateway RevisionHand-outsRealiaChartsNewspaper cuttings | Milestone in History and Government form II page 105-106Milestone Teachers guide 47Gateway Secondary Revision 65Golden tips page 108High Flyer page 48Evolving world History and Government page 113-116 |  |
| 7 | 1 | Urbanization | Early urbanization in AthensConsequences of early urbanization | By the end of the lesson, the learner should be able toExplain the early urbanization in Anthens and consequences of early urbanization | Discussing early urbanization in AthensExplaining the consequences of early urbanization | Students bookTeachers guidePhotos ChartsMapsResource personVideos  | Milestone in History and Government form II page 106-109Milestone Teachers guide 47Gateway Secondary Revision 65-66Golden tips page 109-110Evolving world History and Government page 113-114 |  |
|  | 2-3 | urbanization | Emergences of modern urban, countries in AfricaNairobi  | By the end of the lesson, the learner should be able toExplain the factors that contributed to development and growth of Nairobi | Discussing the factors that facilitated urbanization in NairobiListening to a resource person | PhotosStudents bookAtlasTeachers guideResource personChartsMapsHandoutsRealia  | Milestone in History and Government form II page 109-111Milestone Teachers guide 47Gateway Secondary Revision 66Golden tips page 110High Flyer page 49-50Evolving world History and Government page 116-117 |  |
| 8 | 1 | Urbanization | Consequences of urbanization in Nairobi | By the end of the lesson, the learner should be able toExplain consequences of urbanization in Nairobi | Discussing the effects of urbanization in Nairobi | Students bookTeachers guidePhotosMapsRealiaMapsChartsHand-outs | Milestone in History and Government form II page 111-112Milestone Teachers guide 47Gateway Secondary Revision 66-67Golden tips page 111High Flyer page 50Evolving world History and Government page 117-118 |  |
|  | 2 | Urbanization | JohannesburgConsequences of modern urbanization in AfricaJohannesburg  | By the end of the lesson, the learner should be able toExplain the consequences of urbanization in AfricaExplain factors influencing growth of JohannesburgState the functions of JohannesburgState the problems facing Johannesburg or an urban centre and state solution to the problems  | DiscussionsExplanationsNote takingAsking and answering questions | PicturesRealiaHand-outsMapsPicturesTeachers guideStudents book | Milestone in History and Government form II page 112-114Milestone Teachers guide 47Gateway Secondary Revision 67Golden tips page 111High Flyer page 50Evolving world History and Government page 118-120 |  |
|  | 3 | urbanization | Impact of Agrarian and industrial development and urbanization  | By the end of the lesson, the learner should be able toExplain the consequences of Agrarian and industrial development and urbanization | DiscussionsExplanationNote takingAsking and answering questions | Hand-outsMapsRealiaStudents bookTeachers guideResource personChartspictures | Milestone in History and Government form II page 114-115Milestone Teachers guide 47Gateway Secondary Revision 67-68Golden tips page 112Evolving world History and Government page 120-121 |  |
| 9 | 1 | Social, Economic and political organization of African Societies in the 19th Century | Buganda kingdomOrigin of Buganda Kingdom | By the end of the lesson, the learner should be able toExplain the origin of Buganda Kingdom | DiscussionsExplanationsNote takingAsking and answering questions | PicturesMapsRealiaResource personsChartsHand-outs | Milestone in History and Government form II page 116-117Milestone Teachers guide 49Gateway Secondary Revision 69Golden tips page 111Evolving world History and Government page 122 |  |
|  | 2 | Social, Economic and political organization of African Societies to the 19th Century | Factors that contributed to the rise and expansion of Buganda | By the end of the lesson, the learner should be able toExplain the factors that contributed to the risk and expansion of Buganda Kingdom  | DiscussingExplanationDrawing mapsNote takingAsking and answering  | Students bookTeachers guideMapsGateway revisionRealiaHand-outsDocuments  | Milestone in History and Government form II page 117Milestone Teachers guide 49-51Gateway Secondary Revision 69Golden tips page 113High Flyer page 52Evolving world History and Government page 123-124 |  |
|  | 3 | Social, Economic and political organization of African Societies to the 19th Century | The social organization of Buganda Kingdom | By the end of the lesson, the learner should be able toExplain the social organization of the Buganda Kingdom | ExplanationsDiscussionsNote takingAnswering questionsAsking questions | Students bookTeachers guideMapsGateway RevisionPicturesHand-outsDocuments  | Milestone in History and Government form II page 117-118Milestone Teachers guide 49-51Gateway Secondary Revision 69Golden tips page 113High Flyer page 52Evolving world History and Government page 126 |  |
| 10 | 1 to 2 | Social Economic and political organization of African Societies to the 19th Century | Economic organization of the Buganda KingdomPolitical organization of the Buganda kingdom  | By the end of the lesson, the learner should be able toExplain the economic organization of the Buganda KingdomExplain the political-organization of the Buganda Kingdom | ExplanationsDiscussionsDrawing mapsNote takingAsking and answering questions | Students bookTeachers GuideHand-outsMapsChartsGateway RevisionNews paper cuttings | Milestone in History and Government form II page 118-119Milestone Teachers guide 49-51Gateway Secondary Revision 70Golden tips page 113High Flyer page 53Evolving world History and Government page 125-127 |  |
|  | 3 | Social Economic and political organization of African societies in the 19th Century | The shonaThe origin and development of the Shona | By the end of the lesson, the learner should be able toExplain the factors leading to the origin and development of the Shona  | Explaining the origin of the ShonaExplaining the development of the Shona | Students bookTeachers guideMapsChartsScrollsRealiaDocuments Hand-outsVideo  | Milestone in History and Government form II page 119-120Milestone Teachers guide 49-51Gateway Secondary Revision 70Golden tips page 114High Flyer page 53Evolving world History and Government page 127 |  |
| 11 | 1 | Social, Economic and political organization of African Societies in the 19th Century | Factors leading to the rise and expansion of the Shona tribe | By the end of the lesson, the learner should be able toExplain the factors that led to the rise and expansion of the Shona tribe | Discussing the rise and expansion of the Shona tribe/States | Students bookTeachers guideChartsRealiaHand-outsVideos  | Milestone in History and Government form II page 121Milestone Teachers guide 49-51Gateway Secondary Revision 70Golden tips page 114-115High Flyer page 52-53Evolving world History and Government page 128 |  |
|  | 2 | Social economic, and political organization of African societies in the 19th century  | Social organization of the Shona | By the end of the lesson, the learner should be able toExplain the social organization of the Shona  | Discussing the social organization of the Shona | Students bookTeachers guideMapsChartsResource personsRealiaHand-outsPictures  | Milestone in History and Government form II page 121Milestone Teachers guide 49-51Gateway Secondary Revision 70-71Golden tips page 114-115High Flyer page 52-53 |  |
|  | 3 | Social Economic and political organization of African societies in the 19th Century | Economic organization of Shona | By the end of the lesson, the learner should be able toExplain the economic organization of the Shona | Discussing the economic organization of the ShonaNote takingAsking and answering questions | Students bookTeachers guidePhotosChartsPicturesHand-outsRealiaVideos  | Milestone in History and Government form II page 121-122Milestone Teachers guide 49-51Gateway Secondary Revision 77Golden tips page 115High Flyer page 53Evolving world History and Government page 129 |  |
| 12 | 1 | Social Economic and political organization of African Societies in the 19th century  | Political organization of the Shona | By the end of the lesson, the learner should be able toDiscuss the political organization of the Shona | Discussing the political organization of the shonaNote takingAsking and answering questions | Student bookTeachers guideMapsPhotosChartsPictures Videos  | Milestone in History and Government form II page 122-123Milestone Teachers guide 49-51Gateway Secondary Revision 71Golden tips page 114High Flyer page 52Evolving world History and Government page 128 |  |
|  | 2 | Social Economic and political organization of African Societies in the 19th century | The origin of AsanteFactors that led to rise and expansion of Asante/Ashanti | By the end of the lesson, the learner should be able toExplain the origin of AsanteExplain the rise and expansion of the Asante/Ashanti | Explaining the origin of the AsanteDiscussing the factors that led to rise and expansion of the Asante/Ashanti | PhotosMapsStudents bookChartsPicturesHand-outsRealia  | Milestone in History and Government form II page 122-123Milestone Teachers guide 49-51Gateway Secondary Revision 71Golden tips page 115High Flyer page 53Evolving world History and Government page 128 |  |
|  | 3 | Social Economic and political organization of African Societies in the 19th century | Social organization of the Asante | By the end of the lesson, the learner should be able toExplain the social organization of the Asante | Discussing the social organization of the AsanteAsking and answering questionsNote taking and making of notes  | Teachers guidePhotosStudents guideMapsPicturesHand-outsRealia  | Milestone in History and Government form II page 123Milestone Teachers guide 49-51Gateway Secondary Revision 71-72Golden tips page 116High Flyer page 53Evolving world History and Government page 133 |  |
| 13 | 1 | Social Economic and political organization of African Societies in the 19th century | Economic organization of Asante | By the end of the lesson, the learner should be able toExplain the economic organization of the Asante | Discussing the economic organization of the AsanteDrawing maps | Students bookTeachers guidePhotosHand-outsPicturesRealia  | Milestone in History and Government form II page 124Milestone Teachers guide 49-51Gateway Secondary Revision 72Golden tips page 116High Flyer page 53Evolving world History and Government page 133 |  |
|  | 2 | Social Economic and political organization of African Societies in the 19th century | The political organization of the Asante Empire | By the end of the lesson, the learner should be able toExplain the political organization of the Asante | Discussing the political organization of the AsanteNote takingAsking and answering questions  | Students bookTeachers guideMapsPicturesChartsRealiaPicturesHand-outs  | Milestone in History and Government form II page 124Milestone Teachers guide 49-51Gateway Secondary Revision 72Golden tips page 116High Flyer page 53Evolving world History and Government page 137 |  |
|  | 3 | Social Economic and political organization of African Societies in the 19th century | Social economic and political organization of the Asante (Revision) | By the end of the lesson, the learner should be able toExplain the political, social and economic organization of the Asante | Revising on the political, social and economic organization of the AsanteDrawing mapsNote takingAsking and answering questions | Students bookTeachers guideGateway revisionMapsChartsPicturesMapsRealiaHand-outsRevision papers  | Milestone in History and Government form II page 122-125Milestone Teachers guide 49-51Gateway Secondary Revision 72Golden tips page 115-116High Flyer page 53Revision books of papersMarking schemes  |  |
| 14 |  | **END OF TERM EXAMINATIONS** |  |

**HISTORY SCHEMES OF WORK**

**FORM TWO 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 | Constitution and constitution making | Definition of the term constitutionFunctions of the constitution  | By the end of the lesson, the learner should be able toDefine the term constitution and outline dysfunction | Defining the term constitutionDiscuss the function of the constitution  | Student bookTeachers guideGateway RevisionDocumentsChartsResource personConstitution of Kenya | Milestone in History and Government form II page 126Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 117High Flyer page 54Evolving world History and Government page 135 |  |
|  | 2 | Constitution & constitution making | Types of constitution | By the end of the lesson, the learner should be able toExplain the types of constitution  | Discussing the types of constitutionListening to resource person  | Student bookTeachers guideDocumentsResource personChartsMapsPictureConstitution  | Milestone in History and Government form II page 126-127Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 117High Flyer page 54Evolving world History and Government page 136-137 |  |
|  | 3 | Constitution and constitution making | Written constitution Unwritten constitution  | By the end of the lesson, the learner should be able toExplain the types of constitutionExplain the advantages and disadvantages of written and unwritten constitution  | Discussing the advantages and disadvantages of written and unwritten constitution  | Students bookTeachers guideGateway RevisionDocumentsChartsPicturesMapsResource person  | Milestone in History and Government form II page 127Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 117-118High Flyer page 54Evolving world History and Government page 136-137 |  |
| 3 | 1 | Constitution and constitution making | The independence of a constitution and its provision | By the end of the lesson, the learner should be able toExplain the independence of a constitution and its provisions  | Discussing the independence of constitution and explaining its provisions  | Students bookTeachers bookCharts  | Milestone in History and Government form II page 127-130Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 118High Flyer page 55Evolving world History and Government page 139 |  |
|  | 2 | Constitution and constitution making | The (11) Chapters of the Kenya constitutionThe republic of KenyaThe executiveThe Parliament  | By the end of the lesson, the learner should be able toExplain the (11) eleven chapters of the Kenya Constitution | Discussing the chapters of the Kenyan constitution  | Student bookTeachers guideChartsGateway RevisionDocuments  | Milestone in History and Government form II page 131Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 118-119High Flyer page 55Evolving world History and Government page 149-150 |  |
|  | 3 | Constitution and constitution making | The Kenyan constitutionPrinciples of the Kenyan constitution  | By the end of the lesson, the learner should be able toExplain the principles of Kenyan Constitution | Discussing the chapters of the Kenyan Constitution | Student bookTeachers guideChartsGateway RevisionDocuments  | Milestone in History and Government form II page 131Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 119High Flyer page 56Evolving world History and Government page 141 |  |
| 4 | 1 | Constitution and constitution making | The (11) chapters of the Kenyan constitutionThe judiciaryCitizenshipProtection from fundamental human rights and freedomBill of rights  | By the end of the lesson, the learner should be able toExplain the eleven chapters of the constitution | Discussing the chapters of the Kenyan constitution | Students bookTeachers guideChartsGateway RevisionDocuments  | Milestone in History and Government form II page 132Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 120High Flyer page 56Evolving world History and Government page 140 |  |
|  | 2 | Constitution and constitution making | FinanceThe Public Service | By the end of the lesson, the learner should be able toExplain the (11) chapters of the Kenyan constitution | Discussing the chapters of the Kenyan constitution | Students bookTeachers guideGateway RevisionDocuments  | Milestone in History and Government form II page 132Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 119-120High Flyer page 54-56Evolving world History and Government page 146 |  |
|  | 3 | Constitution and constitution making |  | By the end of the lesson, the learner should be able toExplain the process of constitution making | Discussing the process of constitution making | Students bookTeachers GuideResource person | Milestone in History and Government form II page 135Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 120High Flyer page 54-56Evolving world History and Government page 141 |  |
| 5 | 1 | Constitution and constitution making | Constitution makingProcess of constitution making in KenyaCivic educationDebating the recommendations  | By the end of the lesson, the learner should be able toExplaining the process of constitution making | Discussing the process of constitution making | Students bookTeachers guidePhotosGateway Revision | Milestone in History and Government form II page 132-133Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 119High Flyer page 55 |  |
|  | 2To3 | Constitution and constitution making | National constitution conferenceThe Referendum Enactment by National assembly | By the end of the lesson, the learner should be able toExplain the process of constitution making | Discussing the process of constitution makingExplanationNote makingAsking and answering questions | Students bookRevision papersNewspaper cuttingsDocumentsRealiaResource personPictures | Milestone in History and Government form II page 135Milestone Teachers guide 53-54Gateway Secondary Revision Golden tips page 119High Flyer page 55Evolving world History and Government page 141-150 |  |
| 6 | 1 - 3 | Constitution and constitution making | Constitution amendments since independence  | By the end of the lesson, the learner should be able toExplain the main amendments to the KenyanConstitution since independence  | DiscussionsExplanationsIllustrationsNote takingAsking and answering questions | Students bookTeachers guideResource personGateway RevisionRealiaHandoutsDocumentsNewspaper cuttings | Milestone in History and Government form II page 135-139Milestone Teachers guide 53-54Golden tips page 120-122High Flyer page 55-56Evolving world History and Government page 152 |  |
| 7 | 1 | Democracy and Human Rights | DemocracyMeaning of democracyTypes of democracy  | By the end of the lesson, the learner should be able toDefine democracyDiscuss types of democracy | Defining democracyDiscussionsListening to resource personAsking and answering questionsNote taking  | Students bookTeachers guideResource personConstitution of KenyaChartsPictures | Milestone in History and Government form II page 141-142Milestone Teachers guide 53-54Golden tips page 124High Flyer page 57Evolving world History and Government page 162-163 |  |
| 8 | 1 | Democracy and Human Rights | Principles of democracyCitizen participation | By the end of the lesson, the learner should be able toExplain the principles of democracy | Discussing the principles of democracy (Citizen participation)Listening to a resource person | Students bookResource personChartsPicturesRealiahandouts | Milestone in History and Government form II page 142-143Milestone Teachers guide 56-57Golden tips page 124High Flyer page 57Evolving world History and Government page 162-163 |  |
|  | 2 | Democracy and Human Rights | Regular free and fair electionsPolitical tolerance | By the end of the lesson, the learner should be able toExplain the principles of democracy | Discussing the principles of democracyListening to resource persons | Students bookTeachers guideResource personsPhotosGateway revisionChartsPicturesHandoutsRealia | Milestone in History and Government form II page 144Milestone Teachers guide 56-57Golden tips page 124High Flyer page 57Evolving world History and Government page 162-163 |  |
|  | 3 | Democracy and Human rights | Transparency and accountabilityControl of abuse of power | By the end of the lesson, the learner should be able toExplain the principles of democracy | Discussing the principles of democracyTaking and making notes | Gateway RevisionStudents bookPhotosChartsConstitution of KenyaRevisionHandouts | Milestone in History and Government form II page 144-145Milestone Teachers guide 58Golden tips page 124High Flyer page 57Evolving world History and Government page 162-163 |  |
| 9 | 1 | Democracy and Human Rights | Principles of democracyMulti-partyEqualityEconomic freedom | By the end of the lesson, the learner should be able toExplain the principles of democracy | Explaining the principles of democracyAsking and answering questions | Students bookTeachers guidePhotosGateway RevisionStudents book | Milestone in History and Government form II page 145-146Milestone Teachers guide 58Golden tips page 124High Flyer page 57Evolving world History and Government page 162-163 |  |
|  | 2 | Democracy and Human Rights | Principles of democracyBill of human rightsHuman rightsRule of lawFair proceduresThe ombuds person | By the end of the lesson, the learner should be able toExplain the principles of democracy  | Explaining the principles of democracyAsking and answering questions | Teachers guideDocumentsChartsMapsPicturesDrawings Realia  | Milestone in History and Government form II page 145-146Milestone Teachers guide 56-58Golden tips page 124-125High Flyer page 57Evolving world History and Government page 163-165 |  |
|  | 3 | Democracy and Human Rights | Human rightsThe concept of human rights | By the end of the lesson, the learner should be able toExplain the meaning of human rightsExplain the concept of human rights | Defining and explaining the concept of Human rightsAsking and answering of questions | Student’s bookTeachers guideResource personDocumentsChartsHandoutsPictures | Milestone in History and Government form II page 147Milestone Teachers guide 56-58Golden tips page 125High Flyer page 57Evolving world History and Government page 163 |  |
| 10 | 1 | Democracy and Human Rights | The bill f rightsThe concept of the bill of rights | By the end of the lesson, the learner should be able toExplain the concept of the Bill of Rights and their sources | Discussing the concept of the Bill of RightsAsking and answering questions | Students guideDocumentsChartsHandoutsPicturesVideos  | Milestone in History and Government form II page 147-148Milestone Teachers guide 56-58Golden tips page 125High Flyer page 57Evolving world History and Government page 165 |  |
|  | 2 | Democracy and Human Rights | The UN character on human rights | By the end of the lesson, the learner should be able toExplain the origin and practice of UN charter in relation to the Human Rights | Explaining the origin and practice of the UN Charter on human rightsAsking and answering of questionsListening to a resource person | Students bookTeachers guideResource personCharterVideosResource person | Milestone in History and Government form II page 142Milestone Teachers guide 56-58Golden tips page 126High Flyer page 57Evolving world History and Government page 168 |  |
|  | 3 | Democracy and Human rights | The rights of the child | By the end of the lesson, the learner should be able toExplain the rights of the child | Explaining the rights of the childAsking and answering questionsTaking and making notes | Students bookTeachers guidePhotosDocumentsChartsVideosPictures | Milestone in History and Government form II page 152-153Milestone Teachers guide 57-58Golden tips page 126High Flyer page 58Evolving world History and Government page 170 |  |
| 11 | 1 | Democracy and Human rights | Classification of human rightsPolitical rightsSocial rights | By the end of the lesson, the learner should be able toExplain the political and social rights e.g human beings | DiscussingPolitical and social rights of human beingsAsking and answering questionsNote taking | Students bookTeachers guidePhotosDocumentsChartsPicturesHandoutsRealiaVideos | Milestone in History and Government form II page 152-153Milestone Teachers guide 57-58Golden tips page 126High Flyer page 57Evolving world History and Government page 163-164 |  |
|  | 2 | Democracy and Human Rights | Economic rightsEnvironmental rights | By the end of the lesson, the learner should be able toExplain the economic environmental and developmental rights | Discussing the economic, environmental and developmental rights of citizensAsking and answering questionsNote taking  | Students bookTeachers guidePhotosGateway RevisionChartsMapsVideos  | Milestone in History and Government form II page 153-154Milestone Teachers guide 56-58Golden tips page 126High Flyer page 57Evolving world History and Government page 164 |  |
| 12 |  | **END OF YEAR EXAMINATIONS** |  |