**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](mailto: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 trade  Methods of trade  Barter trade  Currency trade | By the end of the lesson, the learner should be able to  define the tem trade  Identify the methods of trade | Defining terms  Identifying  Explaining  Asking and answering questions | Student’s book  Resource person  Pictures | Milestone in History and Government form II page 1-3  Milestone Teachers guide 65-68  Evolving world Bk 2 page 126-129  K.L.B History and Government Bk 1 page 93-97 |  |
|  | 2 to 3 | trade | Types of trade  Origin and development | By the end of the lesson, the learner should be able to  State types of trade  Explain the origin, development, organization and the impact of local trade  Explain the origin, development and trade goods during the trans-saharan trade | Discussions  Identifying  Describing  Asking and answering questions  illustrations | hand-outs  Realia  documents  Resource persons  Students book  Teachers guide  Charts  Pictures  Gateway Revision | Milestone in History and Government form II page 3-6  Milestone Teachers guide 32-34  Evolving world Bk 2 page 4-7  History and Government pages 32-33  Golden tips page 65 |  |
| 3 | 1 | Trade | Trans-Saharan Trade  Organization of the Trade  Trade Routes  Problems faced by trades | By the end of the lesson, the learner should be able to  Define the term Trans-Saharan Trade  Explain the organization trade routes of the trade  Explain the problems faced by the traders during the Trans-Saharan trade | Discussions  Identifying trade routes  Asking and answering questions  Defining terms | Student book  Teachers book or guide  Resource person  Charts  Documents  Realia  News paper cuttings  Gateway Revision | Milestone in History and Government form II page 6-8  Milestone Teachers guide 32-38  Evolving world Bk 2 page 6-9  Gateway Secondary Revision  History and Government pages 32-33  Golden tips page 65-66 |  |
|  | 2 | Trade | Decline of the trans-Saharan | By the end of the lesson, the learner should be able to  Explain the decline of the Trans-Saharan trade | Discussing the decline of trans-saharan trade  Explanations  Asking and answering questions | Gateway Revision  Teachers Guide  Charts  Maps  Students book  Hand-outs | Milestone in History and Government form II page 8-9  Milestone Teachers guide 32-38  Evolving world Bk 2 page 10  Gateway Secondary Revision pg 34 |  |
|  | 3 | Trade | Impact of the trans-Saharan trade | By the end of the lesson, the learner should be able to  Explain the impact of the trans-Saharan trade | Discussing  Making and taking notes  Asking and answering questions | Gateway Revision  Teachers guide  Charts  Maps  Students book  Hand outs | Milestone in History and Government form II page 9-10  Milestone Teachers guide 32-34  Evolving world Bk 2 page 9-10  Gateway Secondary Revision pg 34 |  |
| 4 | 1 | Trade | International Trade  Trans-Atlantic trade  Origin and development | By the end of the lesson, the learner should be able to  State the origin of the Trans-Atlantic trade  Discuss the development of the trans-Atlantic trade  Define the term international trade | Defining international trade  Discussing the origin and development of Trans- Atlantic trade  Asking and answering questions  Note taking | Students book  Maps  Charts  Gateway revision  Hand-outs  Realia  Pictures  Documents  Resource person | Milestone in History and Government form II page 10-12  Milestone Teachers guide 32-34  Evolving world Bk 2 page 11-14  Gateway Secondary Revision 34-35  History and Government pages 11-14  Golden tips page 67-68 |  |
|  | 2 | Trade | Organization of the trans-Atlantic Trade  Methods used to obtain slaves | By the end of the lesson, the learner should be able to  Explain the organization of trans-Atlantic trade  Describe the methods used to obtain slaves | Explaining  Discussions  Asking and answering questions  Note taking | Pictures  Realia  Handouts  Resource person  Documents  Gateway Revision | Milestone in History and Government form II page 12-13  Milestone Teachers guide 32-34  Evolving world Bk 2 page 11-14  Gateway Secondary Revision 35  History and Government pages 14-16  Golden tips page 68 |  |
|  | 3 | Trade | Decline of Trans-Atlantic of trade  Impact of Trans- Atlantic trade | By the end of the lesson, the learner should be able to  Explain the decline of Trans-Atlantic trade  Discuss the impact of the trans-Atlantic trade | Explanations  Discussions  Asking and answering questions  Note taking | Students book  Pictures  Teachers  Charts  Maps  Resource person  Gateway Revision | Milestone in History and Government form II page 13-16  Milestone Teachers guide 32-34  Evolving world Bk 2 page 16-19  Gateway Secondary Revision 36-37 |  |
| 5 | 1 | Transport | Definition of transport  Traditional forms of transport | By the end of the lesson, the learner should be able to  Define the term “transport”  Identify traditional forms of transport  Explain land transport and human and animal transport | Explaining meaning of the terms transport  Discussions  Asking questions  Note taking | Students book  Pictures  Teachers  Charts  Maps  Resource person  Gateway revision | Milestone in History and Government form II page 18-21  Milestone Teachers guide 36-37  Evolving world Bk 2 page 16-19  Gateway Secondary Revision 38  History and Government pages 20-23  Golden tips page 70 |  |
|  | 2 to 3 | Transport | Wheel vehicles  Use of the wheels in Mesopotamia  China  Africa  Europe | By the end of the lesson, the learner should be able to  Describe the development of the wheel in Mesopotamia, china, Africa and Europe  Describe wheeless vehicle or a form of land transport | Discussing  Explanations  Describing  Note taking  Asking and answering questions | Students book  Teachers guide  Charts  Maps  Hand-outs  Realia  Gateway Revision | Milestone in History and Government form II page 21-24  Milestone Teachers guide 36-37  Evolving world Bk 2 page 21-22  Gateway Secondary Revision 38  History and Government pages 14-16  Golden tips page 73 |  |
| 6 | 1 | Transport | Water Transport  Boats  Dug-out boats  Rafts  Camoes  Sailing ships | By the end of the lesson, the learner should be able to  Explain water as a means of transport | Explaining  Drawing pictures  Note taking  Asking and answering questions | Students book  Teachers guide  Charts  Maps  Hand-outs  Realia | Milestone in History and Government form II page 35  Milestone Teachers guide 36-37  Evolving world Bk 2 page 21-22  Gateway Secondary Revision 41 |  |
|  | 2 | Development of Transport and communication | Development in modern means of Transport  Road transport  Roman roads  Modern roads  Bicycle  Motor vehicle | By the end of the lesson, the learner should be able to  Explain road transport as a means of transport i.e explain how Mac. Adam roads were made  Trace the development of the bicycle and motor vehicle  *© Education Plus Agencies* | Discussing how the Mac. Adam roads were made  Explaining the difference between the Adam and modern tarmac roads  Discussing the development in bicycle and explaining the development of the motor vehicle | Students book  Photos  Teachers guide  Photographs | Milestone in History and Government form II page 26-31  Milestone Teachers guide 36-37  Evolving world Bk 2 page 26-29  Gateway Secondary Revision 39 |  |
|  | 3 | Development of transport and communication | Rail transport  Electric engine  Trans-Sahara railway  Great American Railway  The Canadian-pacific railway  The Ugandan railway | By the end of the lesson, the learner should be able to  Explain the development of the railway from the invention of steam engine locomotive  Discuss the advantages of the great American Railway  Discuss the advantages of the Canadian pacific and Ugandan railway | Discussing the great railway  Illustrating their advantages and disadvantages  Asking and answering questions | Students book  Photos  Teachers guide | Milestone in History and Government form II page 31-35  Milestone Teachers guide 36-38  Evolving world Bk 2 page 21-22  Gateway Secondary Revision 40  Golden tips page 77  High Flyer page 31 |  |
| 7 | 1 | Development of air transport and communication | Transport  Development of air transport, space exploration  Origin of space exploration | By the end of the lesson, the learner should be able to  Discuss each attempted of inventing, the aero plane and explaining the impact of air transport today  Discuss space frame today | Discussing the impact of air travel  Discussing early attempts to invent aeroplane  Discussing impacts of air transport and space exploration | Photos  Students books  Gateway Revision  Photos  Students book  Teachers guide | Milestone in History and Government form II page 38-40  Milestone Teachers guide 38  Evolving world Bk 2 page 21-22  Gateway Secondary Revision 40  Golden tips page 80-87  High Flyer page 32 |  |
|  | 2 | Development of transport and communication | Air transport  Development of air transport  Space exploration  Origin of space exploration | By the end of the lesson, the learner should be able to  Explain how the steam power shout is passed to drive steam ships  Name three pioneers in the world of steamships and explain their contribution in this area | Explain how steam power works  Identifying three power in steamship explaining their contributions in the area  Naming  Note taking  Asking and answering questions | Photos  Students book  Gateway Revision  Charts  Pictures  Hand-outs  Realia  Resource persons | Milestone in History and Government form II page 36-38  Milestone Teachers guide 36-38  Gateway Secondary Revision 42  Golden tips page 82  High Flyer page 32 |  |
|  | 3 | Development of transport and communication | Impact of modern means of transport  Impact of road transport  Impact of rail transport  Impact of space exploration/travel | By the end of the lesson, the learner should be able to  Discuss the achievements of space exploration  Discuss the impact of road, railway and water transport  Discuss the impact of air transport and space exploration travel | Revising and achievements of space exploration  Explaining the impact of railway and water transport  Discussing the impact of air transport and space explorations  Asking and answering questions  Note taking | Gateway Revision  photos  Students books  Documents  Teachers Guide  Realia  Hand-outs  Resource person | Milestone in History and Government form II page 41-44  Milestone Teachers guide 38  Gateway Secondary Revision 43-44  Golden tips page 82-83 |  |
| 8 | 1 | Development of transport and communication | Traditional forms of communication  Smoke signals  Drum beats  Messengers  Horn blowing  Written messages  Stone tables  Scrolls | By the end of the lesson, the learner should be able to  Discuss the traditional forms of communication | Discussing the traditional forms of communication  Asking and answering questions  Note taking  Explanations | Photos  Students books  Teachers guide  Documents  Charts  Gateway Revision  Realia  Resource person | Milestone in History and Government form II page 45-47  Milestone Teachers guide 38  Gateway Secondary Revision 45  Golden tips page 83  High Flyer page 33 |  |
|  | 2 | Development of transport and communication | Development in modern forms of communication  Telegraph  E-mail  Fax (Facsimile) | By the end of the lesson, the learner should be able to  Identify the modern means of communication  Explain the use of telephone, cell phones, television and radio | Discussing the modern forms of communication  Telecommunication  Telephones & cell phones  Television  Radio | Photos  Students book  Teachers guide  Gateway revision | Milestone in History and Government form II page 43-50  Milestone Teachers guide 39  Evolving world Bk 2 page 57-61  Gateway Secondary Revision 45-49  Golden tips page 86-89  High Flyer page 32 |  |
|  | 3 | Development of transport and communication | Development in modern terms of communications  Telegraph  E-mail  Fax (Facsimile) | By the end of the lesson, the learner should be able to  Explain the use of telegraph, E-mail and Fax (Facsimile ) | Discussing the use of telegraph, E-mail and fax  Explanations  Drawing  Asking and answering questions  Note taking | Photos  Students book  Teachers guide  Gateway Revision  Charts  Realia  Handouts  Documents  Resource persons  Personal experience | Milestone in History and Government form II page 43-50  Milestone Teachers guide 39  Evolving world Bk 2 page 60  Gateway Secondary Revision 47  Golden tips page 87-88  High Flyer page 34-35 |  |
| 9 | 1 | Development of transport and communication | Telex  Pager  Internet  Satellites rockets  Impacts of telecommunication services | By the end of the lesson, the learner should be able to  Explain the use of the telex, pager, the internet and satellite of rockets  Discuss the impact of telecommunication services | Discussing the use of telex, pager, internet and the satellites of rockets  Discussing the impact of telecommunication resources  Explanations  Asking and answering questions  Note taking | Photos  Students book  Teachers guide  Gateway revision  Chart  Pictures  Hand-outs  Realia  Personal experience | Milestone in History and Government form II page 52-55  Milestone Teachers guide 39  Evolving world Bk 2 page 60  Gateway Secondary Revision 47-48  Golden tips page 88-89  High Flyer page 35  Evolving world page 61-64 |  |
|  | 2 | Development of transport and communication | Development in modern means of communication  Print media  Newspapers  magazines | By the end of the lesson, the learner should be able to  explain 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 development  explanations  illustrating  asking and answering questions  note taking | photos  Newspapers  Magazines  Students books  Teachers guide | Milestone in History and Government form II page 55-59  Milestone Teachers guide 39  Gateway Secondary Revision 49-50  Golden tips page 89-90  High Flyer page 34 |  |
|  | 3 | Development of communication | Journals  Periodicals  Positive impact of point media  Negative impact of print media  Newspapers  Magazines | By the end of the lesson, the learner should be able to  Explain the role of the print media national development and discuss the positive and negative impacts of print media | Discussing the use of print media  Explaining the effects of print media (both positive and negative effects)  Asking and answering questions  Note taking | Students books  Photos  Video films and documentations  Resource person  Teachers guide  Charts  Newspaper cuttings  Gateway revision | Milestone in History and Government form II page 59-60  Milestone Teachers guide 39  Evolving world Bk 2 page 60  Gateway Secondary Revision 50  Golden tips page 90  High Flyer page 34  Evolving world page 65-68 |  |
| 10 | 1 | Development in industry | Definition of  Industry  Early sources of energy  Wood  Water  Wind | By the end of the lesson, the learner should be able to  Define the term industry and identify the early sources of energy i.e wind, water and wood | Defining the term industry  Discussing the early sources of energy  Asking and answering questions  Note taking | Students book  Teachers guide  Charts  Gateway revision  Realia  Handouts  Resource persons | Milestone in History and Government form II page 62-63  Milestone Teachers guide 41-42  Evolving world Bk 2 page 69-70  Gateway Secondary Revision 51  Golden tips page 92  High Flyer page 36  Evolving world page 61-64 |  |
|  | 2 | Development industry | Uses of metals in Africa  Bronze  Gold  Copper | By the end of the lesson, the learner should be able to  Explain the uses of bronze, gold and copper | Explaining the uses of bronze, gold and copper  Notes taking  Asking and answering questions  Discussing | Pictures  Student book  Teachers guide  Gateway revision  Charts  Maps  Resource person | Milestone in History and Government form II page 63  Milestone Teachers guide 42  Evolving world Bk 2 page 71-72  Gateway Secondary Revision 51  Golden tips page 93  High Flyer page 37  Evolving world page 71-72 |  |
|  | 3 | Development of industry | Iron  Consequences of iron working | By the end of the lesson, the learner should be able to  Explain the uses of iron and the consequences of iron working | Discussing the uses of iron  Explaining the consequences of iron working  Asking and answering questions | Photos  Students book  Teachers book  Revision  Hand-outs  Scrolls  Documents  Charts  Maps | Milestone in History and Government form II page 64-65  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 51-52  Golden tips page 94  High Flyer page 37  Evolving world page 61-64 |  |
| 11 | 1 | Development of industry | Industrial Revolution in Europe  Uses of various sources of energy  Coal  Petroleum | By the end of the lesson, the learner should be able to  Explain the uses of various source of energy i.e cool and petroleum | Discussing the uses of iron  Explaining the consequences of iron working  Asking and answering questions | Photos  Students book  Teachers book  Revision  Hand-outs  Scrolls  Documents  Charts  maps | Milestone in History and Government form II page 65-66  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 52-53  Golden tips page 94-96  High Flyer page 38-39  Evolving world page 74-80 |  |
|  | 2-3 | Development of Industry | Industrial Revolution in Europe  Steam and its uses  Electricity  Uses of iron & steel | By the end of the lesson, the learner should be able to  Explain the uses of various sources of energy i.e steam & electricity  Explain the uses of iron and steel | Revising on the uses of various sources of energy i.e coal and petroleum  Explain uses of steam and electricity  Discussing the uses of iron and steel | Students book  Teachers guide  Gateway Revision  Realia  Handouts  Charts  Maps | Milestone in History and Government form II page 67-69  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 53  Golden tips page 95-96  High Flyer page 38-39  Evolving world page 77-80 |  |
| 12 | 1 | Development of industry | Industrialization in Britain  Characteristics of industrial revolution  The textile industry in Britain | By the end of the lesson, the learner should be able to  Explain the characteristics of the industrial revolution  Describe the textile industry in Britain | Explaining the characteristics of industrial Revolution  Describe the textile industry in Britain | Students book  Teachers guide  Gateway Revision  Realia  Handouts  Charts  Maps | Milestone in History and Government form II page 69-71  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 54  Golden tips page 96-97  High Flyer page 39-40  Evolving world page 80-81 |  |
|  | 2 | Development of Industry | Industrialization in Continental Europe  Reasons why continental Europe countries lagged behind in industrial take off | By the end of the lesson, the learner should be able to  Explain why continental European countries lagged in industrial take off | Explaining why continental Europe lagged behind in industrial take off | Students book  Teachers guide  Charts  Maps  Realia  Resource person | Milestone in History and Government form II page 72-73  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 55-56  Golden tips page 97  High Flyer page 40  Evolving 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 to  Explain factors contributing to Britain Industrialization | Explaining the factors that contributed to industrial revolution in Britain | Students book  Teachers guide  Gateway revision  Resource persons  Charts  Map  Hand outs | Milestone in History and Government form II page 71-72  Milestone Teachers guide 42  Evolving world Bk 2 page 80  Gateway Secondary Revision 54  Golden tips page 96  High Flyer page 39  Evolving world page 80-81 |  |
| 13 | 1 | Development of industry | Effects of industrial Revolution in Europe  Political effects  Economic effects | By the end of the lesson, the learner should be able to  Explain the effect of industrial revolution | Discussing the effects of industrial Revolution i.e Political and economic effects | Photos  Students book  Teachers guide  Gateway Revision  Realia  Handouts  Videos  Resource person | Milestone in History and Government form II page 73-74  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 55-56  Golden tips page 97  High Flyer page 40  Evolving 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 to  Explain the social effects of industrial revolution in Europe | Explaining the social effects of industrial revolution in Europe  Making and taking notes | Photos  Students book  Teachers guide  Hand-out  Charts  Maps  Realia | Milestone in History and Government form II page 74-76  Milestone Teachers guide 42  Evolving world Bk 2 page 73  Gateway Secondary Revision 56  Golden tips page 97  High Flyer page 40  Evolving world page 83 |  |
|  | 3 | Development of industry | Scientific Revolution  Scientific inventions  Medicine | By the end of the lesson, the learner should be able to  Explain the scientific inventions made in medicine | Explaining the scientific inventions made in medicine  Asking and answering questions  Note taking | Photos  Students book  Teachers guide  Charts  Resource person  Realia  Handouts  Videos | Milestone in History and Government form II page 76-79  Milestone Teachers guide 43  Evolving world Bk 2 page 73  Gateway Secondary Revision 56  Golden tips page 97  High Flyer page 41 |  |
| 14 | 1-3 | **END OF TERM EXAMINATIONS** | | | | | |  |
| **15** |  | **PREPARATION OF REPORTS AND CLOSING** | | | | | |  |

**HISTORY SCHEMES OF WORK**

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**TERM II**

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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 inventions  Physics | | By the end of the lesson, the learner should be able to  Discuss the inventions made in Physics  State and explain two inventors and their inventions in the field of physics | Discussing the inventions made in physics  Asking and answering questions  Stating various inventors and their invention  explanations | pictures  students book  teachers guide  charts  maps  Realia  Resource Person | Milestone in History and Government form II page 79-80  Milestone Teachers guide 43  Evolving world Bk 2 page 84-85  Gateway Secondary Revision 57-58  Golden tips page 98  High Flyer page 41 |  | | |
|  | 2 | | Development of Industry | Chemistry  Biology | | By the end of the lesson, the learner should be able to  State the inventors and their inventions in chemistry and Biology  Discuss the inventions made in chemistry and Biology | Discussions  Explanations  Note taking  Illustrations  Drawings  Asking and answering questions | Charts  Maps  Pictures  Realia  Resource person  Photos  Hand-outs  Documents  Students book  Teachers Guide | Milestone in History and Government form II page 80-81  Milestone Teachers guide 43  Gateway Secondary Revision 58-59  Golden tips page 97  Evolving world History and Government page 85 |  | | |
|  | 3 | | Development of Industry | Impact of scientific inventions  Agriculture  Industry | | By the end of the lesson, the learner should be able to  Discuss the impact of scientific inventions in Agriculture and industry | Discussions  Explanations  Note taking  Asking questions for clarifications  Answering questions  Demonstrations | Teachers Guide  Students book  Documents  Pictures  Hand-outs  Resource person  Charts  Realia | Milestone in History and Government form II page 81-84  Milestone Teachers guide 43  Gateway Secondary Revision 59-60  Golden tips page 97  High Flyer page 40  Evolving world page 90-91 |  | | |
| 3 | 1 | | Development of Industry | Impact on scientific inventions on medicine  Factors undermining scientific revolution countries | | By the end of the lesson, the learner should be able to  Discuss the impact of scientific inventions in medicine  Explain factors undermining the scientific revolution in developing countries | Discussions  Explanations  Making and taking notes  Demonstrating  Asking and answering questions | Students book  Teachers guide  Charts  Resource persons  Realia  Pictures  Discussions  Teachers notes | Milestone in History and Government form II page 85-86  Milestone Teachers guide 43  Gateway Secondary Revision 60  Golden tips page 100  High Flyer page 42  Evolving world page 92 |  | | |
|  | 2 | | Developing of industry | Emerging of the worlds industrial world powers  United states of America (USA) | | By the end of the lesson, the learner should be able to  Discuss the factors that let or contributed to  industrialization in the U.S.A | Discussions  Explanations  Making and taking notes  Drawing maps  Asking and answering questions | Photos  Students book  Teachers guide  Gateway revision  Hand-outs  Realia  Resource person | Milestone in History and Government form II page 87-89  Milestone Teachers guide 43  Gateway Secondary Revision 61  Golden tips page 100-101  High Flyer page 42  Evolving world page 93-94 |  | | |
|  | 3 | | Development of Industry | Germany  Factors that facilitated industrialization in Germany | | By the end of the lesson, the learner should be able to  Discus the factors that led to industrialization in Germany  Discuss factors that enabled Germany to recover after the two wars | Discussing  Explanations  Asking and answering questions  Drawing maps | Pictures  Student book  Teachers guide  Gateway Revision  Charts  Maps | Milestone in History and Government form II page 89-91  Milestone Teachers guide 43  Gateway Secondary Revision 61  Golden tips page 101  Evolving world History and Government page 92 |  | | |
| 4 | 1 | | Development of Industry | Japan  Factors that contributed to industrialization in Japan | | By the end of the lesson, the learner should be able to  Explain the factors that contributed to industrialization in Japan | Explaining the factors that contributed to industrialization in Japan | Charts  Photos  Students book  Teachers guide  Gateway Revision | Milestone in History and Government form II page 91-93  Milestone Teachers guide 43  Gateway Secondary Revision 62  Golden tips page 101-102  High Flyer page 43  Evolving world History and Government page 99-100 |  | | |
|  | 2 | | Development in industry | Industrialization in the third world countries  South Africa  Factors that facilitated the growth of industry in South Africa | | By the end of the lesson, the learner should be able to  Define the term third world and explain the factors that facilitated the growth of industry in south Africa | Defining term third world countries  Explaining the factors that led to growth of industry in South Africa | Charts  Photos  Students book  Teachers guide  Gateway Revision | Milestone in History and Government form II page 93-95  Milestone Teachers guide 43  Gateway Secondary Revision 62  Golden tips page 101-102  High Flyer page 43  Evolving world History and Government page 99-100 |  | | |
|  | 3 | | Development in industry | Brazil  Factors that have promoted industrial growth in Brazil | | By the end of the lesson, the learner should be able to  Discuss the factors that led to industrial growth in Brazil | Explaining the factors that led to industrial growth in Brazil | Students book  Teachers guide  Gateway Revision  Resource persons  Realia  Hand-outs  Charts  Maps | Milestone in History and Government form II page 97-98  Milestone Teachers guide 43  Gateway Secondary Revision 63  Golden tips page 102  High Flyer page 44  Evolving world History and Government page 100-102 |  | | |
| 5 | 1 | | Development of industry | India  Factors that contributed growth in India | | By the end of the lesson, the learner should be able to  Explain the factors that have contributed to industrial growth in India | Discussing the factors leading to industrial growth in India  Note taking  Questions and answers | Charts  Students book  Teachers guide  Realia  Documents  Newspaper cuttings  Hand-outs  Scrolls | Milestone in History and Government form II page 98-99  Milestone Teachers guide 43  Gateway Secondary Revision 63  Golden tips page 103  High Flyer page 44  Evolving world History and Government page 104-106 |  | | |
|  | 2 | | Urbanization | Meaning of urbanization  Early urbanization in Africa  Factors that facilitated early urbanization in Africa and Europe | | By the end of the lesson, the learner should be able to  Define the term urbanization  Describe the factors that facilitated urbanization in Africa and Europe | Defining urbanization  Discussing the factors that facilitated early urbanization in Africa and Europe | Maps  Newspapers cuttings  Photos  Graphs  Students book  Teachers guide | Milestone in History and Government form II page 101  Milestone Teachers guide 45-47  Gateway Secondary Revision 64  Golden tips page 105  High Flyer page 46  Evolving world History and Government page 108-109 |  | | |
|  | 3 | | Urbanization | Early urbanization in Cairo  Factors that facilitated urbanization in Cairo | | By the end of the lesson, the learner should be able to  Explain the factors that facilitated urbanization | Discussing factors that facilitated urbanization in Cairo | Maps  Students book  Teachers guide  Charts  Maps  Text books | Milestone in History and Government form II page 101  Milestone Teachers guide 45-47  Gateway Secondary Revision 64  Golden tips page 105  High Flyer page 46  Evolving 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 to  Explain the consequences of urbanization in Cairo | Discussing the consequences of urbanization in Cairo  Drawing maps | Student books  Teachers guide  Maps  Charts  Realia  Newspapers cuttings  Hand-outs  Resource person | Milestone in History and Government form II page 101-103  Milestone Teachers guide 47  Gateway Secondary Revision 65  Golden tips page 105  High Flyer page 46  Evolving world History and Government page 109-110 |  | | |
|  | 2 | | Urbanization | Early urbanization  Merowe/Meroe  Kilwa | | By the end of the lesson, the learner should be able to  Explain the early urbanization in Merowe or Meroe and Kilwa | Discussing the early urbanization in Meroe and Kilwa  Drawing maps | Photos  Students books  Teachers guide  Charts  Handouts  Newspapers cuttings  Realia | Milestone in History and Government form II page 104  Milestone Teachers guide 47  Gateway Secondary Revision 65  Golden tips page 105  High Flyer page 47  Evolving world History and Government page 107-108 |  | | |
|  | 3 | | Urbanization | Early urbanization in Europe  Factors that contributed to early urbanization in Europe and London | | By the end of the lesson, the learner should be able to  Explain the factors that contributed to early urbanization in London | Explaining the factors that contributed to early urbanization in London | Maps  Student book  Teachers guide  Gateway Revision  Hand-outs  Realia  Charts  Newspaper cuttings | Milestone in History and Government form II page 105-106  Milestone Teachers guide 47  Gateway Secondary Revision 65  Golden tips page 108  High Flyer page 48  Evolving world History and Government page 113-116 |  | | |
| 7 | 1 | | Urbanization | Early urbanization in Athens  Consequences of early urbanization | | By the end of the lesson, the learner should be able to  Explain the early urbanization in Anthens and consequences of early urbanization | Discussing early urbanization in Athens  Explaining the consequences of early urbanization | Students book  Teachers guide  Photos  Charts  Maps  Resource person  Videos | Milestone in History and Government form II page 106-109  Milestone Teachers guide 47  Gateway Secondary Revision 65-66  Golden tips page 109-110  Evolving world History and Government page 113-114 |  | | |
|  | 2-3 | | urbanization | Emergences of modern urban, countries in Africa  Nairobi | | By the end of the lesson, the learner should be able to  Explain the factors that contributed to development and growth of Nairobi | Discussing the factors that facilitated urbanization in Nairobi  Listening to a resource person | Photos  Students book  Atlas  Teachers guide  Resource person  Charts  Maps  Handouts  Realia | Milestone in History and Government form II page 109-111  Milestone Teachers guide 47  Gateway Secondary Revision 66  Golden tips page 110  High Flyer page 49-50  Evolving 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 to  Explain consequences of urbanization in Nairobi | Discussing the effects of urbanization in Nairobi | Students book  Teachers guide  Photos  Maps  Realia  Maps  Charts  Hand-outs | Milestone in History and Government form II page 111-112  Milestone Teachers guide 47  Gateway Secondary Revision 66-67  Golden tips page 111  High Flyer page 50  Evolving world History and Government page 117-118 |  | | |
|  | 2 | | Urbanization | Johannesburg  Consequences of modern urbanization in Africa  Johannesburg | | By the end of the lesson, the learner should be able to  Explain the consequences of urbanization in Africa  Explain factors influencing growth of Johannesburg  State the functions of Johannesburg  State the problems facing Johannesburg or an urban centre and state solution to the problems | Discussions  Explanations  Note taking  Asking and answering questions | Pictures  Realia  Hand-outs  Maps  Pictures  Teachers guide  Students book | Milestone in History and Government form II page 112-114  Milestone Teachers guide 47  Gateway Secondary Revision 67  Golden tips page 111  High Flyer page 50  Evolving 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 to  Explain the consequences of Agrarian and industrial development and urbanization | Discussions  Explanation  Note taking  Asking and answering questions | Hand-outs  Maps  Realia  Students book  Teachers guide  Resource person  Charts  pictures | Milestone in History and Government form II page 114-115  Milestone Teachers guide 47  Gateway Secondary Revision 67-68  Golden tips page 112  Evolving world History and Government page 120-121 |  | | |
| 9 | 1 | | Social, Economic and political organization of African Societies in the 19th Century | Buganda kingdom  Origin of Buganda Kingdom | | By the end of the lesson, the learner should be able to  Explain the origin of Buganda Kingdom | Discussions  Explanations  Note taking  Asking and answering questions | Pictures  Maps  Realia  Resource persons  Charts  Hand-outs | Milestone in History and Government form II page 116-117  Milestone Teachers guide 49  Gateway Secondary Revision 69  Golden tips page 111  Evolving 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 to  Explain the factors that contributed to the risk and expansion of Buganda Kingdom | Discussing  Explanation  Drawing maps  Note taking  Asking and answering | Students book  Teachers guide  Maps  Gateway revision  Realia  Hand-outs  Documents | Milestone in History and Government form II page 117  Milestone Teachers guide 49-51  Gateway Secondary Revision 69  Golden tips page 113  High Flyer page 52  Evolving 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 to  Explain the social organization of the Buganda Kingdom | Explanations  Discussions  Note taking  Answering questions  Asking questions | Students book  Teachers guide  Maps  Gateway Revision  Pictures  Hand-outs  Documents | Milestone in History and Government form II page 117-118  Milestone Teachers guide 49-51  Gateway Secondary Revision 69  Golden tips page 113  High Flyer page 52  Evolving 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 Kingdom  Political organization of the Buganda kingdom | | By the end of the lesson, the learner should be able to  Explain the economic organization of the Buganda Kingdom  Explain the political-organization of the Buganda Kingdom | Explanations  Discussions  Drawing maps  Note taking  Asking and answering questions | Students book  Teachers Guide  Hand-outs  Maps  Charts  Gateway Revision  News paper cuttings | Milestone in History and Government form II page 118-119  Milestone Teachers guide 49-51  Gateway Secondary Revision 70  Golden tips page 113  High Flyer page 53  Evolving world History and Government page 125-127 |  | | |
|  | 3 | | Social Economic and political organization of African societies in the 19th Century | The shona  The origin and development of the Shona | | By the end of the lesson, the learner should be able to  Explain the factors leading to the origin and development of the Shona | Explaining the origin of the Shona  Explaining the development of the Shona | Students book  Teachers guide  Maps  Charts  Scrolls  Realia  Documents  Hand-outs  Video | Milestone in History and Government form II page 119-120  Milestone Teachers guide 49-51  Gateway Secondary Revision 70  Golden tips page 114  High Flyer page 53  Evolving 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 to  Explain the factors that led to the rise and expansion of the Shona tribe | Discussing the rise and expansion of the Shona tribe/States | Students book  Teachers guide  Charts  Realia  Hand-outs  Videos | Milestone in History and Government form II page 121  Milestone Teachers guide 49-51  Gateway Secondary Revision 70  Golden tips page 114-115  High Flyer page 52-53  Evolving 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 to  Explain the social organization of the Shona | Discussing the social organization of the Shona | Students book  Teachers guide  Maps  Charts  Resource persons  Realia  Hand-outs  Pictures | Milestone in History and Government form II page 121  Milestone Teachers guide 49-51  Gateway Secondary Revision 70-71  Golden tips page 114-115  High 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 to  Explain the economic organization of the Shona | Discussing the economic organization of the Shona  Note taking  Asking and answering questions | Students book  Teachers guide  Photos  Charts  Pictures  Hand-outs  Realia  Videos | Milestone in History and Government form II page 121-122  Milestone Teachers guide 49-51  Gateway Secondary Revision 77  Golden tips page 115  High Flyer page 53  Evolving 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 to  Discuss the political organization of the Shona | Discussing the political organization of the shona  Note taking  Asking and answering questions | Student book  Teachers guide  Maps  Photos  Charts  Pictures  Videos | Milestone in History and Government form II page 122-123  Milestone Teachers guide 49-51  Gateway Secondary Revision 71  Golden tips page 114  High Flyer page 52  Evolving world History and Government page 128 |  | | |
|  | 2 | | Social Economic and political organization of African Societies in the 19th century | The origin of Asante  Factors that led to rise and expansion of Asante/Ashanti | | By the end of the lesson, the learner should be able to  Explain the origin of Asante  Explain the rise and expansion of the Asante/Ashanti | Explaining the origin of the Asante  Discussing the factors that led to rise and expansion of the Asante/Ashanti | Photos  Maps  Students book  Charts  Pictures  Hand-outs  Realia | Milestone in History and Government form II page 122-123  Milestone Teachers guide 49-51  Gateway Secondary Revision 71  Golden tips page 115  High Flyer page 53  Evolving 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 to  Explain the social organization of the Asante | Discussing the social organization of the Asante  Asking and answering questions  Note taking and making of notes | Teachers guide  Photos  Students guide  Maps  Pictures  Hand-outs  Realia | Milestone in History and Government form II page 123  Milestone Teachers guide 49-51  Gateway Secondary Revision 71-72  Golden tips page 116  High Flyer page 53  Evolving 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 to  Explain the economic organization of the Asante | Discussing the economic organization of the Asante  Drawing maps | Students book  Teachers guide  Photos  Hand-outs  Pictures  Realia | Milestone in History and Government form II page 124  Milestone Teachers guide 49-51  Gateway Secondary Revision 72  Golden tips page 116  High Flyer page 53  Evolving 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 to  Explain the political organization of the Asante | Discussing the political organization of the Asante  Note taking  Asking and answering questions | Students book  Teachers guide  Maps  Pictures  Charts  Realia  Pictures  Hand-outs | Milestone in History and Government form II page 124  Milestone Teachers guide 49-51  Gateway Secondary Revision 72  Golden tips page 116  High Flyer page 53  Evolving 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 to  Explain the political, social and economic organization of the Asante | Revising on the political, social and economic organization of the Asante  Drawing maps  Note taking  Asking and answering questions | Students book  Teachers guide  Gateway revision  Maps  Charts  Pictures  Maps  Realia  Hand-outs  Revision papers | Milestone in History and Government form II page 122-125  Milestone Teachers guide 49-51  Gateway Secondary Revision 72  Golden tips page 115-116  High Flyer page 53  Revision books of papers  Marking 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 constitution  Functions of the constitution | | By the end of the lesson, the learner should be able to  Define the term constitution and outline dysfunction | Defining the term constitution  Discuss the function of the constitution | Student book  Teachers guide  Gateway Revision  Documents  Charts  Resource person  Constitution of Kenya | Milestone in History and Government form II page 126  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 117  High Flyer page 54  Evolving world History and Government page 135 | |  | |
|  | 2 | | Constitution & constitution making | Types of constitution | | By the end of the lesson, the learner should be able to  Explain the types of constitution | Discussing the types of constitution  Listening to resource person | Student book  Teachers guide  Documents  Resource person  Charts  Maps  Picture  Constitution | Milestone in History and Government form II page 126-127  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 117  High Flyer page 54  Evolving 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 to  Explain the types of constitution  Explain the advantages and disadvantages of written and unwritten constitution | Discussing the advantages and disadvantages of written and unwritten constitution | Students book  Teachers guide  Gateway Revision  Documents  Charts  Pictures  Maps  Resource person | Milestone in History and Government form II page 127  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 117-118  High Flyer page 54  Evolving 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 to  Explain the independence of a constitution and its provisions | Discussing the independence of constitution and explaining its provisions | Students book  Teachers book  Charts | Milestone in History and Government form II page 127-130  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 118  High Flyer page 55  Evolving world History and Government page 139 | |  | |
|  | 2 | | Constitution and constitution making | The (11) Chapters of the Kenya constitution  The republic of Kenya  The executive  The Parliament | | By the end of the lesson, the learner should be able to  Explain the (11) eleven chapters of the Kenya Constitution | Discussing the chapters of the Kenyan constitution | Student book  Teachers guide  Charts  Gateway Revision  Documents | Milestone in History and Government form II page 131  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 118-119  High Flyer page 55  Evolving world History and Government page 149-150 | |  | |
|  | 3 | | Constitution and constitution making | The Kenyan constitution  Principles of the Kenyan constitution | | By the end of the lesson, the learner should be able to  Explain the principles of Kenyan Constitution | Discussing the chapters of the Kenyan Constitution | Student book  Teachers guide  Charts  Gateway Revision  Documents | Milestone in History and Government form II page 131  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 119  High Flyer page 56  Evolving world History and Government page 141 | |  | |
| 4 | 1 | | Constitution and constitution making | The (11) chapters of the Kenyan constitution  The judiciary  Citizenship  Protection from fundamental human rights and freedom  Bill of rights | | By the end of the lesson, the learner should be able to  Explain the eleven chapters of the constitution | Discussing the chapters of the Kenyan constitution | Students book  Teachers guide  Charts  Gateway Revision  Documents | Milestone in History and Government form II page 132  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 120  High Flyer page 56  Evolving world History and Government page 140 | |  | |
|  | 2 | | Constitution and constitution making | Finance  The Public Service | | By the end of the lesson, the learner should be able to  Explain the (11) chapters of the Kenyan constitution | Discussing the chapters of the Kenyan constitution | Students book  Teachers guide  Gateway Revision  Documents | Milestone in History and Government form II page 132  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 119-120  High Flyer page 54-56  Evolving world History and Government page 146 | |  | |
|  | 3 | | Constitution and constitution making |  | | By the end of the lesson, the learner should be able to  Explain the process of constitution making | Discussing the process of constitution making | Students book  Teachers Guide  Resource person | Milestone in History and Government form II page 135  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 120  High Flyer page 54-56  Evolving world History and Government page 141 | |  | |
| 5 | 1 | | Constitution and constitution making | Constitution making  Process of constitution making in Kenya  Civic education  Debating the recommendations | | By the end of the lesson, the learner should be able to  Explaining the process of constitution making | Discussing the process of constitution making | Students book  Teachers guide  Photos  Gateway Revision | Milestone in History and Government form II page 132-133  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 119  High Flyer page 55 | |  | |
|  | 2  To  3 | | Constitution and constitution making | National constitution conference  The Referendum  Enactment by National assembly | | By the end of the lesson, the learner should be able to  Explain the process of constitution making | Discussing the process of constitution making  Explanation  Note making  Asking and answering questions | Students book  Revision papers  Newspaper cuttings  Documents  Realia  Resource person  Pictures | Milestone in History and Government form II page 135  Milestone Teachers guide 53-54  Gateway Secondary Revision  Golden tips page 119  High Flyer page 55  Evolving 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 to  Explain the main amendments to the Kenyan  Constitution since independence | Discussions  Explanations  Illustrations  Note taking  Asking and answering questions | Students book  Teachers guide  Resource person  Gateway Revision  Realia  Handouts  Documents  Newspaper cuttings | Milestone in History and Government form II page 135-139  Milestone Teachers guide 53-54  Golden tips page 120-122  High Flyer page 55-56  Evolving world History and Government page 152 | |  | |
| 7 | 1 | | Democracy and Human Rights | Democracy  Meaning of democracy  Types of democracy | | By the end of the lesson, the learner should be able to  Define democracy  Discuss types of democracy | Defining democracy  Discussions  Listening to resource person  Asking and answering questions  Note taking | Students book  Teachers guide  Resource person  Constitution of Kenya  Charts  Pictures | Milestone in History and Government form II page 141-142  Milestone Teachers guide 53-54  Golden tips page 124  High Flyer page 57  Evolving world History and Government page 162-163 | |  | |
| 8 | 1 | | Democracy and Human Rights | Principles of democracy  Citizen participation | | By the end of the lesson, the learner should be able to  Explain the principles of democracy | Discussing the principles of democracy (Citizen participation)  Listening to a resource person | Students book  Resource person  Charts  Pictures  Realia  handouts | Milestone in History and Government form II page 142-143  Milestone Teachers guide 56-57  Golden tips page 124  High Flyer page 57  Evolving world History and Government page 162-163 | |  | |
|  | 2 | | Democracy and Human Rights | Regular free and fair elections  Political tolerance | | By the end of the lesson, the learner should be able to  Explain the principles of democracy | Discussing the principles of democracy  Listening to resource persons | Students book  Teachers guide  Resource persons  Photos  Gateway revision  Charts  Pictures  Handouts  Realia | Milestone in History and Government form II page 144  Milestone Teachers guide 56-57  Golden tips page 124  High Flyer page 57  Evolving world History and Government page 162-163 | |  | |
|  | 3 | | Democracy and Human rights | Transparency and accountability  Control of abuse of power | | By the end of the lesson, the learner should be able to  Explain the principles of democracy | Discussing the principles of democracy  Taking and making notes | Gateway Revision  Students book  Photos  Charts  Constitution of Kenya  Revision  Handouts | Milestone in History and Government form II page 144-145  Milestone Teachers guide 58  Golden tips page 124  High Flyer page 57  Evolving world History and Government page 162-163 | |  | |
| 9 | 1 | | Democracy and Human Rights | Principles of democracy  Multi-party  Equality  Economic freedom | | By the end of the lesson, the learner should be able to  Explain the principles of democracy | Explaining the principles of democracy  Asking and answering questions | Students book  Teachers guide  Photos  Gateway Revision  Students book | Milestone in History and Government form II page 145-146  Milestone Teachers guide 58  Golden tips page 124  High Flyer page 57  Evolving world History and Government page 162-163 | |  | |
|  | 2 | | Democracy and Human Rights | Principles of democracy  Bill of human rights  Human rights  Rule of law  Fair procedures  The ombuds person | | By the end of the lesson, the learner should be able to  Explain the principles of democracy | Explaining the principles of democracy  Asking and answering questions | Teachers guide  Documents  Charts  Maps  Pictures  Drawings  Realia | Milestone in History and Government form II page 145-146  Milestone Teachers guide 56-58  Golden tips page 124-125  High Flyer page 57  Evolving world History and Government page 163-165 | |  | |
|  | 3 | | Democracy and Human Rights | Human rights  The concept of human rights | | By the end of the lesson, the learner should be able to  Explain the meaning of human rights  Explain the concept of human rights | Defining and explaining the concept of Human rights  Asking and answering of questions | Student’s book  Teachers guide  Resource person  Documents  Charts  Handouts  Pictures | Milestone in History and Government form II page 147  Milestone Teachers guide 56-58  Golden tips page 125  High Flyer page 57  Evolving world History and Government page 163 | |  | |
| 10 | 1 | | Democracy and Human Rights | The bill f rights  The concept of the bill of rights | | By the end of the lesson, the learner should be able to  Explain the concept of the Bill of Rights and their sources | Discussing the concept of the Bill of Rights  Asking and answering questions | Students guide  Documents  Charts  Handouts  Pictures  Videos | Milestone in History and Government form II page 147-148  Milestone Teachers guide 56-58  Golden tips page 125  High Flyer page 57  Evolving 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 to  Explain the origin and practice of UN charter in relation to the Human Rights | Explaining the origin and practice of the UN Charter on human rights  Asking and answering of questions  Listening to a resource person | Students book  Teachers guide  Resource person  Charter  Videos  Resource person | Milestone in History and Government form II page 142  Milestone Teachers guide 56-58  Golden tips page 126  High Flyer page 57  Evolving 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 to  Explain the rights of the child | Explaining the rights of the child  Asking and answering questions  Taking and making notes | Students book  Teachers guide  Photos  Documents  Charts  Videos  Pictures | Milestone in History and Government form II page 152-153  Milestone Teachers guide 57-58  Golden tips page 126  High Flyer page 58  Evolving world History and Government page 170 | |  | |
| 11 | 1 | | Democracy and Human rights | Classification of human rights  Political rights  Social rights | | By the end of the lesson, the learner should be able to  Explain the political and social rights e.g human beings | Discussing  Political and social rights of human beings  Asking and answering questions  Note taking | Students book  Teachers guide  Photos  Documents  Charts  Pictures  Handouts  Realia  Videos | Milestone in History and Government form II page 152-153  Milestone Teachers guide 57-58  Golden tips page 126  High Flyer page 57  Evolving world History and Government page 163-164 | |  | |
|  | 2 | | Democracy and Human Rights | Economic rights  Environmental rights | | By the end of the lesson, the learner should be able to  Explain the economic environmental and developmental rights | Discussing the economic, environmental and developmental rights of citizens  Asking and answering questions  Note taking | Students book  Teachers guide  Photos  Gateway Revision  Charts  Maps  Videos | Milestone in History and Government form II page 153-154  Milestone Teachers guide 56-58  Golden tips page 126  High Flyer page 57  Evolving world History and Government page 164 | |  | |
| 12 |  | | **END OF YEAR EXAMINATIONS** | | | | | | | |  | |