**HISTORY SCHEMES OF WORK**

**FORM THREE 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 |

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| 1. **WK**
 | 1. **LSN**
 | 1. **TOPIC**
 | 1. **SUB-TOPIC**
 | 1. **OBJECTIVES**
 | 1. **L/ACTIVITIES**
 | 1. **L/T AIDS**
 | 1. **REFERENCE**
 | 1. **REMARKS**
 |
| **1** | **1-3** | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| **2** | **1** | European invasion of African and the process of colonization | The scramble for and partition of AfricaDefining scramble, PartitionMethods used by European to acquire colon  | By the end of the lesson, the learner should be able toExplain the meaning of scramble and partitionExplain how European countries were involved in the struggle and partition of AfricaExplain the methods used by the Europeans to acquire colonies in Africa | Defining the terms scramble and partitionDiscussing how European nation were involved in the scramble and partition of AfricaExplanationsAsking and answering questionsTaking and making notes | Students bookTeachers guideResource personDocumentsRealiaHandoutsVideosChartsmaps | Milestone in History and Government form III page 1-3Milestone Teachers guide 34-36Golden tips page 129High Flyer page 58-59Evolving world History and Government page 1-2Gateway paper 2 |  |
|  | **2** | European invasion of Africa and the process of Colonization  | Factors that led to scramble for colonies in AfricaEconomicPolitical | By the end of the lesson, the learner should be able toExplain the economic and political factors that led to the scramble for colonies in Africa | Discussing the factors leading to the scramble for coloniesEconomic factors Political factorsListening to a resource personTaking and making notesAsking and answering questionsDemonstrating  | Students bookResource personPhotographsMapsChartsVideosDocumentsHandoutsRealiaTeachers guidePictures  | Milestone in History and Government form III page 3-4Milestone Teachers guide 35-36Golden tips page 129-130High Flyer page 59Evolving world History and Government page 3-8Gateway paper 2 |  |
|  | **3** | European invasion of Africa and the process of colonization | The factors that led to scramble for colonies in AfricaStrategic Social  | By the end of the lesson, the learner should be able toExplain the strategic and social factors that led to the scramble for colonies in Africa | Discussing the factors that led to the scramble for coloniesStrategic and social factorsListening to a resource personExplanationAsking and answering questionsNote taking  | Students bookResource personMapsPhotographsPicturesChartsHandoutsTeachers guideDocumentsMapsVideosFilm  | Milestone in History and Government form III page 5-8Milestone Teachers guide 35-36Golden tips page 130High Flyer page 59Evolving world History and Government page 5-7Gateway paper 2 73-74 |  |
|  | **4** | European invasion of Africa and the process of colonization | The process of partition  | By the end of the lesson, the learner should be able toDescribe the process of partition  | Describing the process of partitionAsking and answering questionsTaking and making notesDemonstratingIllustrationdrawing | mapschartstextbooksrevision materialsresource personrealiaHandoutsDocumentsGateway Revision  | Milestone in History and Government form III page 8-9Milestone Teachers guide 35-36Golden tips page 130High Flyer page 60Evolving world History and Government page 8-9Gateway paper 2 page 74 |  |
| **3** | **1** | European invasion of Africa and the process of colonization | The process of partitionThe Berlin conference of 1884-1885 | By the end of the lesson, the learner should be able toExplain the participation of European powers in Berlin conference and the resolutions that were passed during the conference | Explaining the process of African in the Berlin conference of 1884-1885DemonstratingIllustratingTaking and making notesAsking and answering questions | Students bookTeachers guideResource personMapsChartsRealiaDocumentsHandoutsGateway revisionPicturesVideos  | Milestone in History and Government form III page 10-12Milestone Teachers guide 35-36Golden tips page 130-131High Flyer page 60Evolving world History and Government page 8-9Gateway paper 2 page 74 |  |
|  | **2** | European invasion of Africa and the process of colonization | The methods used by Europeans to acquire colonies in AfricaThe impact of partition in Africa | By the end of the lesson, the learner should be able toExplain the methods that the Europeans used to acquire colonies and the impact of partition of Africa | Discussing the methods used by the Europeans to acquire colonies in AfricaExplaining the partitions of AfricaAsking and answering questionsNote taking Demonstratingillustrations | students bookteachers guideResource personMapsChartsRealiaDocumentsHandoutsGateway RevisionPicturesVideos  | Milestone in History and Government form III page 10-12Milestone Teachers guide 35-36Golden tips page 130-131High Flyer page 60Evolving world History and Government page 8-9Gateway paper 2 page 74 |  |
|  | **3** | European invasion of Africa and the process of colonization | African Reaction to European Colonization resistanceMaji maji uprising 1905-1907The courses of uprising | By the end of the lesson, the learner should be able to Identify the different types of reaction to European colonization and the causes of Maji Maji uprising of 1905-1907 | Explaining Maji Maji uprisingDiscussing the causes of maji maji uprisingAsking and answering questions | Students bookResource personPhotographsVideosDocumentsMapsChartsPictures  | Milestone in History and Government form III page 14-16Milestone Teachers guide 35-37Golden tips page 131-132High Flyer page 61-62Evolving world History and Government page 11-13Gateway paper 2 page 75 |  |
|  | **4** | European invasion of Africa and the process of colonization | The causes of uprisingResults of the uprisingReasons for the defeat  | By the end of the lesson, the learner should be able toExplain the results of and reasons of the uprising to fail  | Describe the course of the uprisingGiving results and reasons why the uprising failedTaking and making notesAnswering and asking questionsDemonstrating  | Students bookResource personPhotographsDocumentsRealiaChartsTeachers GuideHandoutsMapsVideos Films  | Milestone in History and Government form III page 16-19Milestone Teachers guide 75-77High Flyer page 62Evolving world History and Government page 14-15Gateway paper 2 page 75-77 |  |
| **4** | **1** | European invasion of Africa and the process of colonization | African reaction to European colonizationResistanceSamoure Toure of Mandinka empireThe reasons why Samoure Toure resisted French colonization | By the end of the lesson, the learner should be able toExplain the rise of Samoure Toure to power and the reasons that made Samoure Toure to resist the French colonization | Explaining the reasons for the rise of Samoure ToureDiscussing the reasons why Samoure Toure resistedNote takingAsking and answering questions DemonstrationIllustrations  | Students bookResource personMapsChartsPhotographsPicturesChartsRealiaHandoutsTeachers guideDocumentsFilms  | Milestone in History and Government form III page 19-22Milestone Teachers guide 35-37Golden tips page 133High Flyer page 62-63Evolving world History and Government page 16-17Gateway paper 2 page 76 |  |
|  | **2** | European invasion of African and the process of colonization | The reasons that made Samoure Toure to resist the French for a long timeReasons why samoure Toure was Defeated by the French | By the end of the lesson, the learner should be able toExplain the reasons that made Samoure Toure to resist for longExplain the reasons why Samoure Toure was defeated by the French | Explaining reasons why Samoure Toure resisted for longDiscussing reasons why Samoure Toure was defeated by the FrenchIllustrationsTaking and making notesAsking and answering questions  | Students bookResource personPhotographsMapsChartsPicturesHandoutsRealiaVideosFilmsNews paper cuttings  | Milestone in History and Government form III page 22-23Milestone Teachers guide 35-37Golden tips page 133High Flyer page 63Evolving world History and Government page 19-20Gateway paper 2 page 77-78 |  |
|  | **3** | European invasion of Africa and process of Colonization | Lobengula of the NdebeleReasons for the conquest of Ndebele landThe Rudd concession and its term | By the end of the lesson, the learner should be able toExplain the reasons why the British were determined to conquer Ndebele land and the terms of Rudd Concession of 1888 | Discussing why the British conquered Ndebele landDiscussing the terms of the Rudd Concession of 1888IllustrationsDemonstrationsAsking and answering questions  | Students bookResource personPhotographsMapsPicturesHandoutsVideosFilmsNewspaper cuttingsCharts  | Milestone in History and Government form III page 23-25Milestone Teachers guide 35-38Golden tips page 134High Flyer page 63-64Evolving world History and Government page 20-21Gateway paper 2 page 78-79 |  |
|  | **4** | European invasion of Africa and the process of colonization | African Reaction to European colonizationReasons for the defeat of the NdebeleEffects of the Ndebele war of 1893 | By the end of the lesson, the learner should be able toExplain why the Ndebele were defeated by the British in 1893 and the effects of the Ndebele war of 1893 | Discussing the reasons for the defeat of NdebeleExplaining the effects of Ndebele war of 1893Asking and answering questionsTaking and making notes | Students guideResource personPhotographsRevision materialsHandoutsVideosFilmsChartsNews paperDocumentsmaps | Milestone in History and Government form III page 25-26Milestone Teachers guide 35-38Golden tips page 135High Flyer page 65Evolving world History and Government page 25Gateway paper 2 page 78 |  |
| **5** | **1** | European invasion of Africa and the Process of Colonization | The causes of Shona- Ndebele or chimusenga wars of 1896-1897Results of Chimurenga wars | By the end of the lesson, the learner should be able toDiscuss the causes and results of Chimurenga wars of 1896-1897 | Discussing the causes and courses of the Chimurenga warsExplaining the results of Chimurenga warsAsking and answering questionsTaking and making notes | Students bookResource personPhotographsRevision materialsHandoutsVideosMapsChartsDocumentsFilmsNewspaper cuttings  | Milestone in History and Government form III page 26-27Milestone Teachers guide 35-38Golden tips page 134High Flyer page 64Evolving world History and Government page 22-25Gateway paper 2 page 79 |  |
|  | **2** | European invasion of Africa and the process of colonization | Reasons why some leaders collaboratedBuganda – reasons why Kabaka Mutesa collaborated with the British | By the end of the lesson, the learner should be able toExplain the reasons why some African leaders collaborated with the EuropeansExplain why Kabaka Mutesa collaborated with the British  | Explaining the meaning of collaborationDiscussing reasons why Kabaka Mutesa collaboratedListening to a resource personAsking and answering questionsTaking and making notesIllustrating  | Students bookChartsPhotographsMapsRevision materialsDocumentsPicturesPhotosVideosTeachers guide | Milestone in History and Government form III page 27-29Milestone Teachers guide 35-38Golden tips page 135-136High Flyer page 65Evolving world History and Government page 28-31Gateway paper 2 page 79 |  |
|  | **3** | European invasion of Africa and the process of Colonization | Reasons why Kabaka Mwanga collaborated with the BritishThe terms of Buganda Agreement of 1900 | By the end of the lesson, the learner should be able toExplain why Kabaka Mwanga collaborated with the Brititsh and the terms of Buganda Agreement of 1900 | Discussing reasons why Kabaka Mwanga collaboratedExplaining terms of the Buganda Agreement of 1900 | Resource personPhotographsExtracts of Buganda AgreementMapsRealiaPicturesMapsChartsResource personDocumentsTeachers guide | Milestone in History and Government form III page 30-31Milestone Teachers guide 35-38Golden tips page 135-136High Flyer page 66Evolving world History and Government page 28-31Gateway paper 2 page 81-82 |  |
|  | **4** | European invasion of Africa and the process of Colonization | Collaboration Lewanika of Lozi KingdomReasons why Lewanika collaborated with the EuropeansThe result of Lewanika’s collaboration | By the end of the lesson, the learner should be able toExplain why Lewanika collaborated with the EuropeansExplain the results of Lewanika’s collaboration | Discussing reasons why Lewanika collaboratedExplain the results of the collaborationListening to a resource personMaking and taking notesAsking and answering questionsdiscussions | students bookresource personPhotographsMapsTeachers guideDocumentsScrollsPictures Text booksHandoutsRealia  | Milestone in History and Government form III page 31-32Milestone Teachers guide 40-41Golden tips page 137High Flyer page Evolving world History and Government page 26-27Gateway paper 2 page 38 |  |
| **6** | **1** | Establishment of Colonial Rule in Kenya | The background to the Scramble and partition of East Africa | By the end of the lesson, the learner should be able toExplain the early contacts between East Africa and Europe | Explaining the early contacts between Africa and EuropeListening to a resource personClass discussionIllustrationsDemonstrationsAsking and answering questions | Students bookNews paper cuttingsText booksHandoutsRealiaChartsDocuments Teachers guide | Milestone in History and Government form III page 34Milestone Teachers guide 40-41Golden tips page 135-136High Flyer page 67Evolving world History and Government page 33Gateway paper 1 page 38 |  |
|  | **2** | Establishment of colonial Rule in Kenya | Reasons for the scramble and partition of East Africa | By the end of the lesson, the learner should be able toExplain the reasons for the scramble for colonies in East Africa | Discussing the reasons for Colonies in East AfricaListening to a resource personAsking and answering questionsMaking and taking notes | Students bookResource personPhotographsChartsMapsHandoutsNewspaper cuttingsDocumentsScrolls  | Milestone in History and Government form III page 34-35Milestone Teachers guide 40-41Golden tips page 139High Flyer page 67-68Evolving world History and Government page 33-34Gateway paper 2 page 38 |  |
|  | **3** | Establishment of Colonial Rule in Kenya | The process of partitionThe Anglo-German agreement of 1886 | By the end of the lesson, the learner should be able toExplain the Anglo-German Agreement of 1886 and Helgoland treaty of 1890 | Discussing the terms of Anglo-German Agreement and the Helgoland treaty of 1890ExplanationsIllustratingDemonstratingAsking and answering questionsMaking and taking notes  | Resource personPhotographsMapsChartsDocumentsScrollsChartsText booksNewspaper cuttingsVideosPicturesStudents books | Milestone in History and Government form III page 35-38Milestone Teachers guide 40-41Golden tips page 139-138High Flyer page 68Evolving world History and Government page 34Gateway paper 1 page 38-39 |  |
|  | **4** | Establishment of Colonial Rule in Kenya | The British occupation of KenyaThe methods used to establish colonial rule in KenyaThe problems faced by I.B.E.A.co | By the end of the lesson, the learner should be able toExplain the methods used to establish colonial rule in Kenya and the problems that the I.B.E.A Co. faced *© Education Plus Agencies* | IllustrationsExplaining the problems that the I.B,A co. facedDescribingAsking and answering questionsNote takingDiscussing the methods used to establish colonial rule in Kenya | ScrollsTeachers guideStudents bookResource personMapsPhotographsPicturesDocumentsNewspaper cuttingsHandoutsRealiaCharts  | Milestone in History and Government form III page 38-40Milestone Teachers guide 40-41Golden tips page 140High Flyer page 68-69Evolving world History and Government page 35-37Gateway paper 1 page 39 |  |
| **7** | **1** | Establishment of colonial rule in Kenya | Response of the people of Kenya to British invasionresistance (Nandi)The factors responsible for the rise of Nandi powerReasons fir the Nandi Resistance to colonial rule | By the end of the lesson, the learner should be able to Explain the factors responsible for the rise of Nandi power and why Nandi resisted | Explain the factors responsible for the factors for the rise of Nandi powerDiscussing reasons for the Nandi resistanceListening to a resource personMaking and taking notesAsking and answering questions | PicturesHandoutsRealiaVideosFilmsScrollsDocumentsTextbooksStudents bookResource person | Milestone in History and Government form III page 38-40Milestone Teachers guide 40-41Golden tips page 140High Flyer page 68-69Evolving world History and Government page 35-37Gateway paper 1 page 39 |  |
|  | **2** | Establishment of Colonial Rule in Kenya | The course of Nandi Resistance | By the end of the lesson, the learner should be able toExplain the course of the Nandi resistance | Discussing the course of the Nandi resistanceListening to a resource personAsking and answering questionsMaking and taking notes | DocumentsFilmsHandoutsTextbooksMapsVideosStudents bookResource personPhotographsResource person | Milestone in History and Government form III page 43-44Milestone Teachers guide 40-42Golden tips page 141High Flyer page 70Evolving world History and Government page 38-39Gateway paper 1 page 40 |  |
|  | **3** | Establishment of colonial Rule in Kenya | The factors that enabled the Nandi to resist the British for a long period | By the end of the lesson, the learner should be able toExplain the factors that enabled the Nandi to resist for a long period | DescribingExplanationsIllustrationsMaking and taking notesAsking and answering questionsDiscussing the reasons for the long Nandi ResistanceListening to a resource person | Students bookResource personPhotographsDocumentsRealiaTeachers guideRevision booksHandoutsVideosFilmsCharts  | Milestone in History and Government form III page 44-45Milestone Teachers guide 40-42Golden tips page 141-142High Flyer page 70Evolving world History and Government page 39-40Gateway paper 1 page 40 |  |
|  | **4** | Establishment of colonial rule in Kenya  | Reasons why the Nandi were defeatedThe effects of Nandi resistance | By the end of the lesson, the learner should be able toExplain the reasons that made the Nandi to be defeated and the effects of the Nandi resistance  | Asking and answering questionsDiscussing the reasons why Nandi were defeatedDiscussing the effects of the Nandi resistanceListening to a resource personMaking and taking notesExplanations  | Students bookResource personMapsTeachers guideChartsVideosFilmsRealiaHandoutsDocumentsGateway Revision | Milestone in History and Government form III page 45Milestone Teachers guide 40-42Golden tips page 141High Flyer page 70Evolving world History and Government page 40Gateway paper 1 page 40-41 |  |
| **8** | **1** | Establishment of colonial Rule in Kenya | The Agyriania resistanceReasons for Agririnian resistanceThe cause for resistance | By the end of the lesson, the learner should be able toExplain why the Agriama resulted and discuss the course of the resistance | Explaining why the Agriama resistedDiscuss their cause of resistanceListening to a resource personAsking and answering questionsMaking and taking notesDescribingIllustrating  | Students bookResource personPhotographsMapsDocumentsHandoutsRealiaText booksRevision booksVideosPicturesTeachers guide | Milestone in History and Government form III page 45Milestone Teachers guide 40-42Golden tips page 141High Flyer page 70Evolving world History and Government page 40Gateway paper 1 page 40-41 |  |
|  | **2** | Establishment of colonial rule in Kenya | The effects of Agriama resistance | By the end of the lesson, the learner should be able toExplain the effects of the Agriama resistance | Discussing the effects of the Agriama resistanceAsking and answering questionsListening to a resource personAsking and answering questionsNote taking | Students booksPhotographsMapsTeachers guideChartsRealiaHandoutsPicturesVideosFilmsRevision books | Milestone in History and Government form III page 47Milestone Teachers guide 40-42Golden tips page 142High Flyer page 70Evolving world History and Government page 42Gateway paper 1 page 41 |  |
|  | **3** | Establishment of colonial Rule in Kenya | BukusuCauses of the Bukusu resistance Causes of the resistance Effects of Bukusu resistance  | By the end of the lesson, the learner should be able toExplain the causes and effects of the Bukusu resistance | Discussing the causes of Bukusu resistanceExplaining the course and effects of the resistanceIllustrationsNote takingDemonstrationAsking and answering questions | Students bookResource personPhotographsMapsTeachers guidePicturesDocumentsHandoutsRealiaScrollsVideosFilmTeachers guide | Milestone in History and Government form III page 48Milestone Teachers guide 40-42Golden tips page 142High Flyer page 70-71Evolving world History and Government page 42Gateway paper 1 page 40-41 |  |
|  | **4** | Establishment of colonial rule in Kenya | SomaliCauses of the Somali resistanceCourse of the warsEffects of the Somali war | By the end of the lesson, the learner should be able toExplain the causes course and the effects of the Somali’s resistance | Discussing the causes of the Somali resistanceExplain the course of resistanceDiscussing the effects of Somali resistanceAsking and answering questionsNote taking | Students bookResource personPhotographsMapsChartsTeachers guideVideosFilmsRealiaHandoutsDocumentsScrolls | Milestone in History and Government form III page 48-49Milestone Teachers guide 40-42Golden tips page 142High Flyer page 71Evolving world History and Government page 43Gateway paper 1 page 42 |  |
| **9** | **1** | Establishment of colonial rule in Kenya | CollaborationMaasaiReasons why the Maasai collaborated with the BritishThe results of the Maasai collaboration | By the end of the lesson, the learner should be able toExplain why the Maasai collaborated with the British and the effects of the collaboration | Explaining why the Maasai CollaboratedDiscussing the effects of the collaborationAsking and answering questionsNote takingIllustrationDemonstrations  | Students bookResource personPhotographsMapsTeachers guideChartsMapsPicturesVideosFilms PicturesHandoutsRealia  | Milestone in History and Government form III page 49-51Milestone Teachers guide 40-42Golden tips page 142High Flyer page 71Evolving world History and Government page 43-45Gateway paper 1 page 42-45 |  |
|  | **2** | Establishment of colonial Rule in Kenya | WangaReasons why Nabanga mumia of wanga collaborated with the BritishResults of Wanga’s collaboration | By the end of the lesson, the learner should be able toExplain why Nabongo mumia of Wanga collaborated with the British and the results of Wanga collaboration | Discussing why Nabango collaboratedExplaining the results of the collaborationIllustrationsDemonstrationsDrawingsNote takingAsking and answering questions | Students bookResource personPhotographsRealiaTeachers guideVideosFilmsPicturesHandoutsPicturesMapsChartsScrolls  | Milestone in History and Government form III page 51-53Milestone Teachers guide 40-42Golden tips page 144High Flyer page 72Evolving world History and Government page 46-47Gateway paper 1 page 43 |  |
|  | **3** | Establishment of colonial rule in Kenya | Mixed reaction The Agikuyu reaction and its effectsThe Akamba reaction and its effects | By the end of the lesson, the learner should be able toExplain the Agikuyu and Akamba reactions to colonial rule and their effects | ExplanationsDemonstrationIllustrationsDiscuss the reaction of Agikuyu & effectsExplain Akamba reaction and its effectsAsking and answering questionsMaking and taking of notes | Students bookResource personPhotographsMapsTeachers guideVideosMapsChartsScrollsHandoutsRevision bookDocuments  | Milestone in History and Government form III page 53-57Milestone Teachers guide 40-42Golden tips page 144-145High Flyer page 72-74Evolving world History and Government page 47-51Gateway paper 1 page 43-44 |  |
|  | **4** | Establishment of colonial rule in Kenya | Mixed reactionThe Agikuyu reaction and its effectsThe Akamba reaction on and its effects | By the end of the lesson, the learner should be able toExplain the Luo reaction and its effectsExplain reasons why armed resistance by Kenyan communities Failed | Discussing the Luo reaction and its effectsExplaining why armed resistance by Kenyan communities failedDemonstrationsIllustrationsAsking and answering questionsMaking and taking notesClass discussions  | Resource personPhotographsMapsChartsTeachers guideDocumentsRealiaHandoutsPicturesVideosFilmsScrolls  | Milestone in History and Government form III page 53-57Milestone Teachers guide 40-42Golden tips page 144-145High Flyer page 72-74Evolving world History and Government page 47-51Gateway paper 1 page 44-45 |  |
| **10** | **1** | Colonial Administration | Indirect rule The British in KenyaThe British in Kenya and the methods used to administrate Kenya | By the end of the lesson, the learner should be able toExplain the meaning of indirect rule and how British used indirect rule to administrate Kenya | Explain the meaning of indirect rule and how it was used by the British to administrate KenyaAsking and answering questionsMaking and taking of notes  | Students bookResource personPhotographsChartsMapsRealiaDocumentsHandoutsPicturesVideosFilmsScrollsDocumentstextbooks | Milestone in History and Government form III page 61-63Milestone Teachers guide 44-45Golden tips page 149High Flyer page 76Evolving world History and Government page 56-58Gateway paper 2 page 82 |  |
|  | **2** | Colonial Administration | The British in Nigeria and use of indirect rule | By the end of the lesson, the learner should be able toExplain the meaning o indirect rule and how the British used indirect rule to administrate Nigeria | Discussing the use of indirect rule in Nigeria by the BritishAsking and answering questionsExplanationsIllustrationMaking and taking notes | Students bookResource personPhotographsMapsVideosFilmsScrollsRealiaTeachers guideScrollsDocuments  | Milestone in History and Government form III page 63-64Milestone Teachers guide 44-45Golden tips page 149-150High Flyer page 76-77Evolving world History and Government page 58-59Gateway paper 2 page 82-83 |  |
|  | **3** | Colonial Administration | Reasons why the British adopted indirect rule in NigeriaReasons for the failure of indirect rule in southern Nigeria | By the end of the lesson, the learner should be able toDiscuss the effects of indirect rule in Nigeria  | Discussing the effects of indirect rule in NigeriaAsking and answering questionsIllustrationsDemonstrationsNote takingDrawing  | Students bookResource personRevision materialsChartsMapsPicturesHandoutsRealiaChartsVideosFilmsGateway Revisions | Milestone in History and Government form III page 67-68Milestone Teachers guide 44-45Golden tips page 150High Flyer page 77Evolving world History and Government page 61Gateway paper 2 page83 |  |
| **11** | **1-2** | Colonial Administration | Direct ruleThe British rule Zimbabwe (southern Rhodesia)Reasons why the British adopted direct rule in Zimbabwe  | By the end of the lesson, the learner should be able toExplain reasons why direct rule was adopted in Zimbabwe  | Explaining why direct rule was adopted ZimbabweAsking and answering questionsDrawingDemonstratingIllustrationsExplanationsClass discussions  | Students bookResource personPhotographsMapsRevision materialsVideosPicturesChartsHandoutsTeachers own collection Realia  | Milestone in History and Government form III page 68-69Milestone Teachers guide 44-45Golden tips page 151High Flyer page 77Evolving world History and Government page 61-62Gateway paper 2 page83-84 |  |
|  | **3** | Colonial Administration | The Application of direct rule in Zimbabwe | By the end of the lesson, the learner should be able toExplain how direct rule was applied in Zimbabwe | Discussing how direct rule was used in ZimbabweAsking and answering questionsIllustrationsDrawing Making and taking notes | Students bookResource personPhotographsMapsRevision materialsHandoutsRealiaDocumentsChartsTeachers guideScrollsNewspaper cuttings | Milestone in History and Government form III page 70Milestone Teachers guide 44-45Golden tips page 151High Flyer page 77-78Evolving world History and Government page 63-67Gateway paper 2 page 84 |  |
|  | **4** | Colonial Administration | AssimilationThe meaning of Assimilation policy and its Structure | By the end of the lesson, the learner should be able toExplain the meaning of assimilation policy and its structure and use in the French colonies | Explaining the meaning of assimilation policy and ilts structure Discussing the use of assimilation policy in the French coloniesAsking and answering questionsMaking and taking notes | Students bookResource personPhotographsMapsRevision materialsChartsHandoutsDocumentsTeachers guideScrollsNewspaper cuttingsMaps | Milestone in History and Government form III page 71-72Milestone Teachers guide 44-45Golden tips page 151High Flyer page 77-78Evolving world History and Government page 63-67Gateway paper 2 page 84 |  |
| **12** | **1-2** | Colonial Administration  | The French in Senegal | By the end of the lesson, the learner should be able toExplain how assimilation policy was applied in Senegal | Discussing how assimilation policy was used in SenegalExplanationsAsking and answering questionsMaking and taking notesillustrations | students bookresource personPhotographsMapsTeachers’ guideDocumentsPicturesNewspaper cuttingsTeachers own collectionRealiaHandoutscharts | Milestone in History and Government form III page 71-72Milestone Teachers guide 44-45Golden tips page 151High Flyer page 79Evolving world History and Government page 67Gateway paper 2 page 84-85 |  |
|  | **3** | Colonial Administration | Reasons for the failure of Assimilation policy | By the end of the lesson, the learner should be able toExplain why the policy of assimilation failed | DescribingClass discussionsIllustrationsAsking and answering questionsMaking and taking notesDiscussing why the assimilation policy failed | Text booksChartsMapsDocumentsScrollsTeachers own collectionPersonal experienceVideosPicturesFilmsRevision materialshandouts | Milestone in History and Government form III page 73-74Milestone Teachers guide 44-45Golden tips page 153High Flyer page 80Evolving world History and Government page 69-70Gateway paper 2 page 84-85 |  |
|  | **4** | Colonial Administration | The policy of Association | By the end of the lesson, the learner should be able toExplain the use of the policy association | Discussing the use of policy of associationExplanationsIllustrationsAsking and answering questionsMaking and taking notes | Students booksResource personPhotographsRevision materialsTeachers guideRealiaHandoutsMapsChartsVideosPicturesFilmsDocumentsResource person | Milestone in History and Government form III page 75Milestone Teachers guide 45Golden tips page 153-154High Flyer page 80Evolving world History and Government page 70-71Gateway paper 2 page 85 |  |
| **13** | **1** | Economic and social development during the colonial period in Kenya | The Uganda RailwayReasons for the building of the Uganda RailwayProblems encountered during the building of the Uganda Railway | By the end of the lesson, the learner should be able toExplain the reasons for the constructing the Uganda Railway and problems that were encountered during the construction | DiscussionsExplanationsNote takingAsking and answering questions | Students bookTeachers guideMapsChartsPicturesResource personDocumentHand outs | Milestone in History and Government form III page 76-78Milestone Teachers guide 47-48Golden tips page 151High Flyer page 81Evolving world History and Government page 73Gateway paper 2 page 84-85 |  |
|  | **2** | Economic and social developments during the colonial period in Kenya | Effects of the Uganda Railway | By the end of the lesson, the learner should be able toExplain the effects of the construction of the Uganda Railway | DiscussionsExplanationsAsking and answering questionsNote makingillustrations | Students bookTeachers guideMapsChartsPicturesResource personDocumentsHandouts | Milestone in History and Government form III page 78-79Milestone Teachers guide 47-48Golden tips page 151High Flyer page 81-82Evolving world History and Government page 74Gateway paper 1 page 46-47 |  |
|  | **3** | Economic and social development during the colonial period in Kenya | Colonial land policiesThe land ordinances (Laws) that were passed to govern the distribution and use of land | By the end of the lesson, the learner should be able toExplain the land laws that were passed to govern the distribution and use of land | Discussing the laws that were passed to govern the distribution and use of landExplanationsNote takingAsking and answering questions | Students bookTeachers guideResource personHand outsDocumentsMapsChartspictures | Milestone in History and Government form III page 80Milestone Teachers guide 48-49Golden tips page 157-158High Flyer page 81-82Evolving world History and Government page Gateway paper 1 page 47 |  |
|  | **4** | Economic and social developments during the colonial period in Kenya | The effects of colonial land policies | By the end of the lesson, the learner should be able toExplain the effects of colonial land policies | Explaining the effects of colonial land policiesChartsDocumentsIllustrationsDescribingdrawing | Resource personDocumentsTeachers guidePicturesRealiaHandoutsChartsMapsTextbooksScrollsvideos | Milestone in History and Government form III page 81-82Milestone Teachers guide 47-49Golden tips page 157-158High Flyer page 81-82Evolving world History and Government page 78-80Gateway paper 1 page 47-50 |  |
| **14** | **1** | Economic and social Developments during the colonial period in Kenya | The effects of colonial land policies | By the end of the lesson, the learner should be able toExplain the effects of colonial land policies | Explaining effects of colonial land policiesChartsDocumentsDiscussionsIllustrationsAsking and answering questionsMaking and taking notes | Teachers guideDocumentsVideosFilmsPicturesFilmsPicturesScrollsRevision booksMapsChartsNewspaper cuttingsPictures  | Milestone in History and Government form III page 82-85Milestone Teachers guide 47-49Golden tips page 157-158High Flyer page Evolving world History and Government page 80Gateway paper 1 page 47-50 |  |
|  | **2-3** | Economic and social developments during the colonial period in Kenya | Stages which cattle farming went through | By the end of the lesson, the learner should be able toTrace the development stages of cattle farming | Explaining the development stages of cattle farmingAsking and answering questionsMaking and taking notesClass discussions | DocumentsNewspaper cuttingsPicturesTeachers guideVideosFilm ChartsStudents bookPhotographs | Milestone in History and Government form III page 82-85Milestone Teachers guide 47-49Golden tips page 156-157High Flyer page 82Evolving world History and Government page 75Gateway paper 1 page 47-50 |  |
|  | **4** | Economic and social Development during the colonial period in Kenya | The Devonshire white paper 1923The terms of Devonshire white paperThe results of the Devonshire white paper | By the end of the lesson, the learner should be able toExplain the background of the Devonshire white paper, the terms and results of DWP | Explaining the background of the Devonshire white paperDiscussing the terms and the results of the Devonshire white paper | Students bookPhotographsMapsTeachers guideHandoutsRealiaPicturesChartsNewspaper cuttings | Milestone in History and Government form III page 85-87Milestone Teachers guide 47-49Golden tips page 158-159High Flyer page 84Evolving world History and Government page 80-82Gateway paper 1 page50 |  |
| **15** |  | **END OF TERM EXAMINATIONS** |  |

**HISTORY SCHEMES OF WORK**

**FORM THREE 2016**

**TERM II**

**REFERENCES:**

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The Evolving World

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|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **WK**
 | 1. **LSN**
 | 1. **TOPIC**
 | 1. **SUB-TOPIC**
 | 1. **OBJECTIVES**
 | 1. **L/ACTIVITIES**
 | 1. **L/T AIDS**
 | 1. **REFERENCE**
 | 1. **REMARKS**
 |
| 1. 1
 | 1. 1-3
 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 1. 2
 | 1. 1
 | Economic and social development during the colonial period in Kenya | UrbanizationFactors that determined the development of town in Kenya during the colonial period | By the end of the lesson, the learner should be able toExplain the factors that determined the development of town in Kenya during the colonial periods | Explaining the factors that determined the development of towns in Kenya during the colonial periodMaking and taking of notesAsking and answering questions | ChartsStudents bookPhotographsMapsRealiaHandoutsNewspaper cuttingsResource personScrolls | Milestone in History and Government form III page 86-87Milestone Teachers guide 47-49Golden tips page 159High Flyer page 84Evolving world History and Government page 82Gateway paper 1 page50-51 |  |
|  | 1. 2
 | Economic and Social developments during the colonial period in Kenya | The effect of urbanization | By the end of the lesson, the learner should be able toExplain the effects of urbanization | Discussing the effects of urbanizationAsking and answering questionsMaking and taking of notesillustrations | students bookphotographsMapsChartsResource personVideosFilmsTeachers guideHandoutsRealia  | Milestone in History and Government form III page 87-88Milestone Teachers guide 47-49Golden tips page 159-160High Flyer page 84Evolving world History and Government page 83-84Gateway paper 1 page 51 |  |
|  | 1. 3
 | Economic and social developments during the colonial period in Kenya | EducationCharacteristics of colonial education | By the end of the lesson, the learner should be able toExplain the characteristics of colonial education | Discussing the characters of colonial educationAsking and answering of questionsMaking and taking notesClass discussions | Students bookResource personsMapsChartsTeachers guideVideosFilmsDocumentsNewspaper cuttings | Milestone in History and Government form III page 89-90Milestone Teachers guide 47-49Golden tips page 160High Flyer page 85Evolving world History and Government page 84-86Gateway paper 1 page 51-52 |  |
|  | 1. 4
 | Economic and social developments during the colonial period in Kenya | Developments in primary education | By the end of the lesson, the learner should be able toExplain the developments of education i.e primary education in Kenya | Explaining the developments in primary education in KenyaAsking and answering questionsNote takingClass discussions | Students bookPhotographsResource personHandoutsRealiaDocumentsPicturesText booksvideos | Milestone in History and Government form III page 91-92Milestone Teachers guide 47-49Golden tips page 161High Flyer page 85Evolving world History and Government page 85-86Gateway paper 1 page 52-53 |  |
| 1. 3
 | 1. 1
 | Economic and social developments during the colonial period in Kenya | Development sin University education | By the end of the lesson, the learner should be able toExplain the developments of secondary education in Kenya | Discussing the developments of secondary education in KenyaAsking and answering questionsMaking and taking of notes | Students bookPhotographsMapsHandoutsRealiaPicturesVideosTextbookTeachers guidefilms | Milestone in History and Government form III page 92Milestone Teachers guide 47-49Golden tips page 161High Flyer page 86Evolving world History and Government page 86-87Gateway paper 1 page 52-53 |  |
|  | 1. 2
 | Economic and social developments during the colonial period in Kenya | Developments in university education | By the end of the lesson, the learner should be able toExplain the developments of university education in Kenya | Discussing the developments of university education in KenyaAsking and answering questionsNote taking | Students bookPhotographsMapsResource personsHandoutsPicturesRealiaChartsDocuments Teachers guide | Milestone in History and Government form III page 92-93Milestone Teachers guide 47-49Golden tips page 161High Flyer page 86Evolving world History and Government page 86-87Gateway paper 1 page 52-53 |  |
|  | 1. 3
 | Economic and social developments during the colonial period in Kenya | HealthDevelopments in missionary health | By the end of the lesson, the learner should be able toExplain the trends in the development of Health care i.e Missionary Health | Explaining the developments of Health care i.e missionary health | Students bookPhotographsMapsTeachers guideMapsChartsRealiaPicturesDocumentsTextbookshandouts | Milestone in History and Government form III page 93-94Milestone Teachers guide 47-49Golden tips page 161High Flyer page 86Evolving world History and Government page 87-89Gateway paper 1 page 53 |  |
|  | 1. 4
 | Economic and social developments during the colonial period in Kenya | Development in Government health | By the end of the lesson, the learner should be able toExplain the developments in Government Health Care | Explaining the developments in Government health careIllustrationsDescribing Class discussionsAsking and answering questionsMaking and taking notes | Students bookPhotographsResource personTeachers guideRealiaHandoutsDocumentsRevision booksTextbooksMaps Charts  | Milestone in History and Government form III page 94-95Milestone Teachers guide 47-49Golden tips page 161-162High Flyer page 86Evolving world History and Government page 87-89Gateway paper 1 page 53-54 |  |
| 1. 4
 | 1. 1
 | Political Developments and struggle for independence in Kenya (1919-1963) | Early, political organization in Kenya up to 1939Factors that influenced political opinion among Africans | By the end of the lesson, the learner should be able toExplain the origins and organization of political movements in Kenya up to 1939The factors that influenced political opinion among Africans | Discussing the origins, developments, organizations of political movements in Kenya up to 1939Explaining the factors that have influenced political opinion among AfricansAsking and answering questionsMaking and taking notes | ChartsDocumentsTeachers guideMapsDiagramsPicturesHandoutsTextbooksPictures | Milestone in History and Government form III page 96Milestone Teachers guide 51-53Golden tips page 163High Flyer page 87-88Evolving world History and Government page 90-91Gateway paper 1 page 55 |  |
|  | 1. 2
 | Political Developments and struggled for independence in Kenya \*1919-1963) | The East African Association (E.A.A) | By the end of the lesson, the learner should be able toExplain the issues raised by the E.A.A to the colonial government The achievements of E.A.A | Discussing he issues raised by E.A.AExplaining the achievement of E.A.AAsking and answering questionsMaking and taking of notesClass discussionsDrawingsdemonstrations | students bookresource personDocumentsPhotographsTeachers GuideMapsChartsDocumentsRealiaHandoutsPicturesvideos | Milestone in History and Government form III page 96-98Milestone Teachers guide 51-53Golden tips page 163High Flyer page 88Evolving world History and Government page 91-93Gateway paper 1 page 55 |  |
|  | 1. 3
 | Political Developments and the struggle for independence in Kenya (1919-1963) | The kikuyu Central Association (K.C.A) | By the end of the lesson, the learner should be able toExplain the memorandum pressed to the Hilton Young Commission | Discussing the memorandum present to Hilton Young commissionMaking and taking notesAsking and answering questionsDemonstrationsillustrations | students bookResource PersonDocumentsPhotographsHandoutsChartsVideos PicturesRealiaTeachers guide | Milestone in History and Government form III page 98-99Milestone Teachers guide 53-54Golden tips page 163High Flyer page 88Evolving world History and Government page 94-95Gateway paper 1 page 56 |  |
|  | 1. 4
 | Political Developments and the struggle for independence in Kenya (1919-1963) | Karironda Tax payers welfare Associations (Grievances) | By the end of the lesson, the learner should be able toDiscuss the memorandum of the Young Karironda Tax payers welfare Association to the chief native commissioner  | Discussing the memorandum of the YKTPWAsking and answering questionsIllustrationsDemonstrationsMaking and taking notes | Students bookResource personDocumentsPhotographsPicturesMapsChartsRealiaHandoutsVideosTextbooks | Milestone in History and Government form III page 99-100Milestone Teachers guide 51-53Golden tips page 164High Flyer page 88Evolving world History and Government page 96-97Gateway paper 1 page 56 |  |
| 1. 5
 | 1. 1
 | Political Developments and the struggle for independence in Kenya (1919-1963) | Ukamba Members Association (U.M.A) Taita Hills Association (T.HA) | By the end of the lesson, the learner should be able toExplain the grievances of U.M.A and T.H.A | Discussing the grievances of UMA & THAAsking and answering questionsDiscussing the grievances of C.A.AMaking and taking notes | Resource personsRealia TextbooksMapsHandoutsVideosFilmsPicturesDocuments  | Milestone in History and Government form III page 100-101Milestone Teachers guide 52-53Golden tips page 165High Flyer page 89-90Evolving world History and Government page 97-99Gateway paper 1 page 56 |  |
|  | 1. 2
 | Political Developments and the struggle for independence in Kenya (1919-1963) | Coastal African Association | By the end of the lesson, the learner should be able toExplain the grievances of C.A.A | Asking and answering questionsIllustrationsDemonstrationsMaking and taking of notesClass discussions | Resource personsPhotographsDocumentsStudents booksTeachers guideMapsPicturesFilms VideosScrollsRealia | Milestone in History and Government form III page 101-102Milestone Teachers guide 51-53Golden tips page 165High Flyer page 90Evolving world History and Government page 98Gateway paper 1 page 57 |  |
|  | 1. 3
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The origin of independent churches and schools | By the end of the lesson, the learner should be able toTrace the origins of the independence churches and schools | IllustrationsMaking and taking of notesClass discussionsAsking and answering of questionsDiscussing the origin of the independent churches and schools | Resource personsStudents bookTeachers guidePicturesMapsChartsScrollsRealia VideoFilms  | Milestone in History and Government form III page 102-103Milestone Teachers guide 51-54Golden tips page 166High Flyer page 90Evolving world History and Government page 100Gateway paper 1 page 57 |  |
|  | 1. 4
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The reasons for the establishment of independent churches and schools |  | Discussing the reasons for the establishment of independent churches and schoolsExplaining the major independent churches in Kenya and their characteristics | Resource personStudents bookTeachers guidedocuments | Milestone in History and Government form III page 103-104Milestone Teachers guide 51-54Golden tips page 166High Flyer page 90Evolving world History and Government page 101Gateway paper 1 page 57-58 |  |
| 1. 6
 | 1. 1
 | Political Developments and the struggle for independence in Kenya (1919-1963 | Trade union movements Demands made by the trade unions | By the end of the lesson, the learner should be able toExplain the demands made by trade union in colonial Kenya | Discussing the demands made by Trade union in colonial KenyaIllustratingDemonstrationsMaking and taking notesAsking and answering questions | MapsPicturesChartsRealiaTeachers guideHandoutsResource personPhotographsStudents book | Milestone in History and Government form III page 103-104Milestone Teachers guide 51-54Golden tips page 166High Flyer page 90Evolving world History and Government page 101Gateway paper 1 page 57-58 |  |
|  | 1. 2
 | Political Developments and the struggle for independence in Kenya (1919-1963 | Development of trade unions movement in the struggle for independence | By the end of the lesson, the learner should be able toExplain duties of the trade union movements in Kenya in the struggle for independence | Discussing developments of trade union movements in Kenya in the struggle for independenceAsking and answering questionsDemonstratingNote takingIllustrations  | Students bookResource personHandoutsRealiaVideosFilmsPhotographs | Milestone in History and Government form III page 105-106Milestone Teachers guide 51-54Golden tips page 171High Flyer page 93Evolving world History and Government page 101Gateway paper 1 page 62 |  |
|  | 1. 3
 | Political Developments and the struggle for independence in Kenya (1919-1963 | Contributions of the trade union movement in the struggle for independence | By the end of the lesson, the learner should be able toExplain contribution of trade union movements in the struggle for independence | Explain the contribution of the trade union movements in the struggle for independenceAsking and answering questionsDemonstrationNote taking | Students bookResource personPhotographsPicturesVideosFilmsChartsMapsRealiaHandoutsVideos | Milestone in History and Government form III page 105-106Milestone Teachers guide 51-54Golden tips page 171High Flyer page 93Evolving world History and Government page 122Gateway paper 1 page 62 |  |
|  | 1. 4
 | Political Developments and the struggle for independence in Kenya (1919-1963 | Political organizations and movements in Kenya after 1945Factors that contributed to the formation of political movements after 1945 | By the end of the lesson, the learner should be able toExplain the political organization and movements in Kenya after 1945Explain the factors that contributed to the formation of political movements after 1945 | Discussing the political organizations and movements in Kenya after 1945Explaining the factors that contributed to the formations of political movements after 1945 | Students bookTeachers guidePhotographsPicturesChartsRealiaDocumentsNewspaper cuttings | Milestone in History and Government form III page 107-108Milestone Teachers guide 51-54Golden tips page 163High Flyer page 87Evolving world History and Government page 90-91Gateway paper 1 page 62 |  |
| 1. 7
 | 1. 1
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The Kenya African Union (K.A.U)The Kenya African studyThe objectives and demands of K.A.U | By the end of the lesson, the learner should be able toExplain demands of K.A.UDiscuss the objectives and demands of K.A.UDescribe K.A.S.U | DiscussionsExplanationsNote takingAsking and answering questionsillustrations | picturesstudents bookteachers GuideRealiaResource personChartsMaps | Milestone in History and Government form III page 108-110Milestone Teachers guide 51-54Golden tips page 169High Flyer page 94Evolving world History and Government page 90-91Gateway paper 1 page 59 |  |
|  | 1. 2-3
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The Mau Mau movement | By the end of the lesson, the learner should be able toExplain the causes of Mau Mau warDescribe the courses of the Mau Mau war | DiscussionsExplanationsDescribing Note takingAsking and answering questions | Teachers guideVideosPicturesDocumentsResource personRealiaHandoutsChartsMaps | Milestone in History and Government form III page 110-112Milestone Teachers guide 51-54Golden tips page 168High Flyer page 94Evolving world History and Government page 110Gateway paper 1 page 60 |  |
|  | 1. 4
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The results of Mau Mau warThe Kenya National African (KANU) and Kenya African Democratic Union (KADU) | By the end of the lesson, the learner should be able toExplain the results of the Mau Mau warsDiscuss the origin and activities of KANU and KADUDiscuss the origin and activities of KANU and KADU | DiscussionsExplanationsNote takingAsking and answering questionsillustrations | resource persondocumentspicturesChartsMapsNewspaper cuttingsStudents bookTeachers guide | Milestone in History and Government form III page 112-116Milestone Teachers guide 51-54Golden tips page 168High Flyer page 96Evolving world History and Government page 115Gateway paper 1 page 61 |  |
| 1. 8
 | 1. 1
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The Africa People’s party | By the end of the lesson, the learner should be able toExplain the origin and activities of A.P.P | DiscussionsExplanationsIllustrationsAsking and answering questions | Students bookTeachers guideResource personDocumentsHandoutsRealiaVideospictures | Milestone in History and Government form III page 116Milestone Teachers guide 51-54Golden tips page 169-170High Flyer page 95Evolving world History and Government page 118Gateway paper 1 page 62 |  |
|  | 1. 2
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The role of women in the struggle for independence  | By the end of the lesson, the learner should be able toExplain the role of women in the struggle for independence | DiscussionsIllustrationsNote takingAsking and answering questions | Students bookTeachers guideResource personDocumentsHandoutsRealiaVideosPicturesNewspaper cuttings | Milestone in History and Government form III page 117-119Milestone Teachers guide 51-54Golden tips page 171High Flyer page 96-97Evolving world History and Government page 123Gateway paper 1 page 63 |  |
|  | 1. 3
 | Political Developments and the struggle for independence in Kenya (1919-1963 | Constitutional changes leading to independenceThe African representatives in the Legco | By the end of the lesson, the learner should be able toExplain the constitutional changes leading to independence i.e African representatives in the Legco | DiscussionsAsking and answering questionsNote takingexplanations | students bookteachers guidedocumentsResource personVideosHandoutsNewspaper cuttingRevision papers | Milestone in History and Government form III page 119Milestone Teachers guide 51-54Golden tips page 172High Flyer page 97Evolving world History and Government page 123Gateway paper 1 page 63-64 |  |
|  | 1. 4
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The Littleton ConstitutionReforms that resulted from the Lyttelton constitution | By the end of the lesson, the learner should be able toExplain the reforms that resulted from Lyttelton Constitution | DiscussionsExplanationsIllustrationsAsking and answering questionsNote taking | PicturesChartsVideosResource personTeachers guideStudents book | Milestone in History and Government form III page 120-121Milestone Teachers guide 51-55Golden tips page 173High Flyer page 173Evolving world History and Government page 127Gateway paper 1 page 63-64 |  |
| 1. 9
 | 1. 1
 | Political Developments and the struggle for independence in Kenya (1919-1963 | Constitutional changesThe Lennox-Boyd constitution | By the end of the lesson, the learner should be able toExplain the results of the lennox-Boyd constitution | Discussing the results of Lennox-Boyd constitutionNote takingAnswering and asking questions | Students bookDocumentsResource personTeachers guidePhotographsHandoutsVideosPicturesChartsmaps | Milestone in History and Government form III page 121Milestone Teachers guide 51-55Golden tips page 173High Flyer page 97Evolving world History and Government page 128 |  |
|  | 1. 2-3
 | Political Developments and the struggle for independence in Kenya (1919-1963 | The first Lancaster house conference (1960) | By the end of the lesson, the learner should be able toExplain the first and second Lancaster House conference and the results | Discussing the First Lancaster House Conference of 1960 and its resultsExplaining the 2nd Lancaster House Conference | DocumentsResource personsPhotographsVideosPicturesHandoutsStudents book | Milestone in History and Government form III page 121-123Milestone Teachers guide 51-55Golden tips page 173High Flyer page 97Evolving world History and Government page 129 |  |
|  | 1. 4
 | The Rise of African Nationalism | IntroductionFactors that have favoured rise and development of African nationalism | By the end of the lesson, the learner should be able toDiscuss the factors that favored the rise and development of African Nationalism | Discussing the factors that favored the rise and development of African Nationalism | Students bookPhotographsResource personHandoutsChartsVideosPictures | Milestone in History and Government form III page 125-126Milestone Teachers guide 56-58Golden tips page 173High Flyer page 98-99Evolving world History and Government page 133-135Gateway paper 2 page 86 |  |
| 1. 10
 | 1. 1
 | The Rise of African Nationalism | The factors that strengthened the development of Africa nationalism | By the end of the lesson, the learner should be able toDiscuss the factors that strengthened the development of African Nationalism | Discussing the factors that have strengthened nationalismNote takingAsking and answering questions | VideosMapsChartsMapsRealiaDocumentsPhotographsTeachers guideStudents book | Milestone in History and Government form III page 126-127Milestone Teachers guide 56-58Golden tips page 133High Flyer page 98-99Evolving world History and Government page 133Gateway paper 2 page 86-87 |  |
|  | 1. 2
 | The rise of African Nationalism | Nationalism in GhanaThe background to the development of African Nationalism in Ghana | By the end of the lesson, the learner should be able toExplain the background to the development of Nationalism in Ghana | Explaining the background to the development of nationalism in GhanaClass discussionsAsking and answering questions | Teachers guideVideosPicturesChartsRealiaStudents bookPhotographs | Milestone in History and Government form III page 127-129Milestone Teachers guide 56-58Golden tips page 175High Flyer page 99Evolving world History and Government page 135-136Gateway paper 2 page 87-88 |  |
|  | 1. 3
 | The Rise of African Nationalism | The factors that favored the growth of African Nationalism in Ghana | By the end of the lesson, the learner should be able toExplain the factors that favoured growth of African nationalism in Ghana | Discussing the factors that favored the growth of African Nationalism in GhanaChartsDiscussionsNote taking | MapsRealiaMapsChartsVideosTeachers guideStudents bookPhotographs | Milestone in History and Government form III page 129Milestone Teachers guide 56-58Golden tips page 175High Flyer page 99Evolving world History and Government page 136-137Gateway paper 2 page 87-88 |  |
|  | 1. 4
 | The riles of African Nationalism | The role of African Nationalist leaders in Ghana i.e Kwame Nkurumah | By the end of the lesson, the learner should be able toDiscuss the role of Kwame Nkurumah in the Nationalist Activities of Ghana | Explaining the role of Kwame Nkurumah in the nationalist activities in GhanaClass discussionsAsking and answering questions Note taking | Students bookFilmsVideosTextbooksTeachers guidePhotographsTeachers guide | Milestone in History and Government form III page 129Milestone Teachers guide 56-58Golden tips page 175-176High Flyer page 99Evolving world History and Government page 137-138Gateway paper 2 page 87-88 |  |
| 1. 11
 | 1. 1
 | The Rise of African Nationalism | Nationalism in MozambiqueThe background to nationalism in Mozambique | By the end of the lesson, the learner should be abletoExplain the background to African Nationalism in mozambique | Discussing the background to African NationalismAsking and answering questionsTaking and making notes | PicturesRealiaMapsPhotographsResource personStudents book | Milestone in History and Government form III page 129-130Milestone Teachers guide 56-58Golden tips page 176-177High Flyer page 100Evolving world History and Government page 139Gateway paper 2 page 88 |  |
|  | 1. 2
 | The rise of African Nationalism | The factors that favored the development of African Nationalism in Mozambique | By the end of the lesson, the learner should be able toIdentify and explain the unique factors that favored growth and development of African Nationalism in Mozambique | Discussing the unique factors that favored the growth and development of African nationalism in MozambiqueAsking and answering questionsNote taking | Students bookPhotographsResource personsMapsChartsRealiaHandoutsPicturesTextbooks | Milestone in History and Government form III page 130Milestone Teachers guide 88-89Golden tips page 176-177High Flyer page 100Evolving world History and Government page 140Gateway paper 2 page 88 |  |
|  | 1. 3
 | The rise of African Nationalism  | The contribution of Eduardo Mondlance and Somara Machel in Mozambique’s Nationalism | By the end of the lesson, the learner should be able toExplain the contribution of Eduardo Mondlane and Samora Machel in Mozambique’s Nationalism | Discussing the contribution of Eduardo Mondlane and Samora Machel in Mozambiques NationalismAsking and answering questionsNote taking  | Students bookResource personPhotographsMapsRealiaHandoutsPicturesTextbooksHandoutsPictures | Milestone in History and Government form III page 131-133Milestone Teachers guide 56-58Golden tips page 176-177High Flyer page 100-101Evolving world History and Government page 140-143Gateway paper 2 page 89 |  |
|  | 1. 4
 | The rise of Nationalism | Nationalism in South AfricaBackground and Development of African Nationalism in south Africa | By the end of the lesson, the learner should be able toDiscuss the background and development of African Nationalism in South Africa | Discussing African Nationalism in south Africa i.e the background and developmentAsking and answering questionsNote taking | PhotographsStudents bookDocumentsPicturesChartsMapsVideosFilmsTeachers guide | Milestone in History and Government form III page 133-134Milestone Teachers guide 56-58Golden tips page 178High Flyer page 101-102Evolving world History and Government page 143Gateway paper 2 page 89-90 |  |
| 1. 12
 | 1. 1
 | The Rise of African Nationalism | Nationalism in south AfricaThe factors that favored the development of African Nationalism in South Africa | By the end of the lesson, the learner should be able toExplain the factors that favored the developments of Nationalism in South Africa | DiscussionsExplanationsAsking and answering questionsNote taking | PhotosStudents bookResource personPicturesRevision materials | Milestone in History and Government form III page 133-135Milestone Teachers guide 56-58Golden tips page 178-179High Flyer page 101-102Evolving world History and Government page 144Gateway paper 2 page 89-90 |  |
|  | 1. 2
 | The Rise of African Nationalism | The African nationalist activities in South Africa | By the end of the lesson, the learner should be able toExplain the African Nationalist activities in South Africa | Discussing the factors that favored African nationalist activities in South AfricaNote takingAsking and answering questions | PhotographsStudents bookResource personPicturesTeachers guideRealiaHandoutsCharts Maps  | Milestone in History and Government form III page 135-136Milestone Teachers guide 56-58Golden tips page 178-179High Flyer page 102Evolving world History and Government page 145-153Gateway paper 2 page 90 |  |
|  | 1. 3
 | The Rise of Africa Nationalism | The African National congress (ANC)objectives | By the end of the lesson, the learner should be able toexplain the role of the African National Congress in the struggle for independence in South Africa | discussing the role of Africa in the struggle for independence in South Africaasking and answering questions | photographsstudents bookresource personpictureshandoutsRealiaVideoPicturesDocuments | Milestone in History and Government form III page 136-137Milestone Teachers guide 56-58Golden tips page 178High Flyer page 102Evolving world History and Government page 145Gateway paper 2 page 90 |  |
|  | 1. 4
 | The Rise of African Nationalism | The methods used by the African Nationalists to articulate their grievances | By the end of the lesson, the learner should be able toExplain methods used by the African Nationalists to articulate their grievances | Discussions of methods usedAsking and answering questionsIllustrationsNote taking | PhotographsStudents bookResource personRealiaHandoutsPicturesDocuments Videos  | Milestone in History and Government form III page 138-140Milestone Teachers guide 56-58Golden tips page 179High Flyer page 103Evolving world History and Government page 152Gateway paper 2 page 90 |  |
| 1. 13
 | 1. 1-4
 | The Rise of African Nationalism | The contribution of Nelson Mandela in growth of Nationalism in south Africa | By the end of the lesson, the learner should be able toExplain the role of Mandela in the growth of Nationalism in south Africa | Discussing role of Nelson Mandela in growth of nationalism in south AfricaMaking and taking notesAsking and answering questions | PhotographsStudents bookResource personFilmsVideosPicturesChartsMapsHandoutsTeachers guide | Milestone in History and Government form III page 142Milestone Teachers guide 56-58Golden tips page 179High Flyer page 102Evolving world History and Government page 150Gateway paper 2 page 90 |  |
| 1. 14
 |  | **END OF TERM EXAMINATIONS** |  |  |

**HISTORY SCHEMES OF WORK**

**FORM THREE 2016**

**TERM III**

**REFERENCES:**

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| 1. **WK**
 | 1. **LSN**
 | 1. **TOPIC**
 | 1. **SUB-TOPIC**
 | 1. **OBJECTIVES**
 | 1. **L/ACTIVITIES**
 | 1. **L/T AIDS**
 | 1. **REFERENCE**
 | 1. **REMARKS**
 |
| 1. 1
 | 1. 1-3
 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 1. 2
 | 1. 1
 | The lives and contributions of Kenyan Leaders | Jomo Kenyatta 1892-1978Early life of Jomo Kenyatta | By the end of the lesson, the learner should be able toExplain early life of Jomo Kenyatta | Discussing the early life of Mzee Jomo Kenyatta in KenyaMaking and taking of notesAsking and answering questions | RealiaText booksMapsVideosFilmsResource personStudents bookPhotographs | Milestone in History and Government form III page 145-146Milestone Teachers guide 60Golden tips page 181High Flyer page 104Evolving world History and Government page 155Gateway paper 2 page 65 |  |
|  | 1. 2-3
 | The lives and contributions of Kenya leaders | Kenyatta’s contribution in the struggle for independence | By the end of the lesson, the learner should be able toExplain Kenyatta’s contribution in struggle for independence | Explaining and discussing the contribution in the struggle for independenceAsking and answering questionsMaking and taking of notes | PhotographsRealiaHandoutsMapsResource personStudents booksFilms  | Milestone in History and Government form III page 147Milestone Teachers guide 60-61Golden tips page 181-182High Flyer page 104Evolving world History and Government page 156-158Gateway paper 2 page 65-66 |  |
|  | 1. 4
 | The lives and contributions of Kenyan leaders | Kenyatta’s achievements in past independence Kenya | By the end of the lesson, the learner should be able toExplain the achievements of Kenyatta in post-independent Kenya | Explaining Kenyatta’s Achievements in Post independent KenyaAsking and answering questionsNote taking | PicturesRealiaVideosMapsFilmsText booksResource personPhotographStudents book | Milestone in History and Government form III page 148Milestone Teachers guide 60-61Golden tips page 182High Flyer page 105Evolving world History and Government page 156-158Gateway paper 2 page 66-67 |  |
| 1. 3
 | 1. 1
 | The lives and contributions of Kenyan leaders | Tom Mboya – the early live of Tom mboya | By the end of the lesson, the learner should be able toExplain the early life of Tom Mboya | Discussing the early life of Tom MboyaAsking and answering questionsMaking and taking of notesClass discussions | PhotographsStudents bookResource personFilmsVideosPicturesText bookScrollsRealiaHandouts  | Milestone in History and Government form III page 149Milestone Teachers guide 60-61Golden tips page 182High Flyer page 105Evolving world History and Government page 160Gateway paper 2 page 67-68 |  |
|  | 1. 2
 | The lives and contribution of Kenyan Leaders | The Role of Tom Mboya in Trade Unions | By the end of the lesson, the learner should be able toExplain role of Tom Mboya in unionism | Discussions on role of Mboya in tradeAsking and answering questionsClass discussions making and taking of notesNote taking | PhotographsStudent bookClass discussionsHandoutsDocumentsVideosFilmsPictures  | Milestone in History and Government form III page 149-150Milestone Teachers guide 60-61Golden tips page 184High Flyer page 107Evolving world History and Government page 160-161Gateway paper 2 page 67-68 |  |
|  | 1. 3
 | The lives and contributions of Kenyan leaders | The role of Tom Mboya in the struggle for independence | By the end of the lesson, the learner should be able toExplain Tom Mboya’s contributions in the struggle for independence | Explaining the role of Mboya in the struggle for independenceClass discussionsIllustrationsAsking and answering questionsNote taking | Students bookResource personText booksHandoutsPicturesVideosFilmsphotographs | Milestone in History and Government form III page 150-151Milestone Teachers guide 60-61Golden tips page 184High Flyer page 107Evolving world History and Government page 161-162Gateway paper 2 page 67-68 |  |
|  | 1. 4
 | The lives and contribution of Kenyan Leaders | The role of Tom Mboya in the struggle for Independence | By the end of the lesson, the learner should be able toExplain Tom Mboya’s achievements in education, global trade unions and other fields | Discussing Tom Mboya’s achievements in education and global trade unionism plus other fieldsAsking and answering questionsMaking and taking of notes | PhotographsHandoutsRealiaVideosFilmsMapsChartsResource person | Milestone in History and Government form III page 152-153Milestone Teachers guide 60-61Golden tips page 184High Flyer page 107Evolving world History and Government page 162Gateway paper 2 page 69-70 |  |
| 1. 4
 | 1. 1
 | The lives and contributions of Kenyan Leaders | Ronald Gideon NgalaThe early life of Ngala | By the end of the lesson, the learner should be able toExplain the early life of Ngala | Explaining early life of NgalaAsking and answering questionsNote taking | PhotographsStudents bookResource personRealiaHandoutspictures | Milestone in History and Government form III page 152-153Milestone Teachers guide 60-61Golden tips page 184High Flyer page 108Evolving world History and Government page 162Gateway paper 2 page 70-71 |  |
|  | 1. 2-3
 | The lives and contribution of Kenyan Leaders | The role of Ronald Ngala in the struggle for independence | By the end of the lesson, the learner should be able toExplain the contributions of Ronald in the struggle for independence | Discussing the contributions of Ronald Ngala in the struggle for independenceAsking and answering questionsNote takingExplanations  | PhotographsStudents bookResource personChartsMapsPicturesRealiaPicturesFilmsdocuments | Milestone in History and Government form III page 153-154Milestone Teachers guide 60-61Golden tips page 185High Flyer page 108Evolving world History and Government page 163-165Gateway paper 2 page 70-71 |  |
|  | 1. 4
 | The lives and contributions of Kenyan leaders | The role of Ronald Ngala in struggle for independence | By the end of the lesson, the learner should be able toExplain contributions of Ronald in the struggle for independence | DiscussionsExplanationsClass discussionsAsking and answering questionsMaking and taking of notes | Resource personText booksHandoutsRealiaVideosFilmsTextbooksPicturesMaps chart | Milestone in History and Government form III page 154Milestone Teachers guide 60-61Golden tips page 185High Flyer page 108Evolving world History and Government page 163-164Gateway paper 2 page 71 |  |
| 1. 5
 | 1. 1
 | The lives and contributions of Kenyan leaders | Jaramogi Oginga OdingaEarly life of Oginga Odinga | By the end of the lesson, the learner should be able toExplain the early life of Jaramogi Oginga Odinga | DiscussionsExplanationsDemonstrationsAsking and answering questionsNote taking | PhotographsStudents booksResource personVideosFilmsPicturesMapsChartsTeachers guide | Milestone in History and Government form III page 155-156Milestone Teachers guide 60-61Golden tips page 185High Flyer page 106Evolving world History and Government page 165Gateway paper 2 page 72 |  |
|  | 1. 2-3
 | The lives and contributions of Kenyan Leaders | The role of Jaramogi in the struggle for independence | By the end of the lesson, the learner should be able toExplain the role of Jaramogi Oginga Odinga in the struggle for independence | Disusing the role of Jaramogi Oginga Odinga in the struggle for independenceDrawingsNote taking | PhotographsResource personRealiaHandoutsPicturesMapscharts | Milestone in History and Government form III page 158Milestone Teachers guide 60-61Golden tips page 183High Flyer page 107Evolving world History and Government page 166Gateway paper 2 page 72 |  |
|  | 1. 4
 | The lives and contributions of Kenyan Leaders | The role of Jaramogi in the birth of multi- patriotism | By the end of the lesson, the learner should be able toExplain role of Oginga Odinga in the birth of Multi-patriotism  | Class discussionsAsking and answering questionsExplaining roles of Oginga in birth of multi-patriotism | PhotographsStudents bookResource personMapsChartsRealiaHandoutsText booksPictures | Milestone in History and Government form III page 158-159Milestone Teachers guide 60-61Golden tips page 183High Flyer page 107Evolving world History and Government page 169Gateway paper 2 page 73 |  |
| 1. 6
 | 1. 1
 | The lives and contributions of Kenyan leaders | Daniel Arap MoiEarly Life | By the end of the lesson, the learner should be able toExplain the early life of Daniel Arap Moi | Describing the early life of MoiExplanationsIllustrationsAsking and answering questionsNote takingClass discussions | PhotographsStudents bookResource personRealiaHandoutsFilmsPicturesNewspaper cuttingsdocuments | Milestone in History and Government form III page 159-160Milestone Teachers guide 60-61Golden tips page 73-74High Flyer page 105Evolving world History and Government page 170Gateway paper 2 page 73-74 |  |
|  | 1. 2
 | The lives and contributions of Kenyan leaders | The role of Moi in the struggle of independence | By the end of the lesson, the learner should be able toExplain role of Moi in struggle for independence | Discussing the role of Moi in the struggle for independenceExplanationAsking and answering questionsMaking and taking notesClass discussions | PhotographsResource personPicturesStudent bookVideosNewspaper cuttingsDocumentshandouts | Milestone in History and Government form III page 160-161Milestone Teachers guide 60-61Golden tips page 182High Flyer page 105Evolving world History and Government page 170Gateway paper 2 page 74 |  |
|  | 1. 3-4
 | The lives and contributions of Kenyan leaders | The contributions of Moi in post independent Kenya | By the end of the lesson, the learner should be able toExplain the contributions and achievement of Daniel Arap Moi in post independent in Kenya | ExplanationDiscussing the contributions and achievement of Daniel Arap Moi in post independent KenyaNote takingAsking and answering questions  | PhotographsStudents bookResource personRealiaHandoutsTextbooksDocumentsScrollsNewspaper cuttingsRevision booksChartsMaps  | Milestone in History and Government form III page 161-162Milestone Teachers guide 60-61Golden tips page 182High Flyer page 105Evolving world History and Government page 172Gateway paper 2 page 74-75 |  |
| 1. 7
 | 1. 1
 | The formation structure and functions of the government of Kenya | Electoral process Stages of Electoral processDissolution of parliamentRegistration of voters | By the end of the lesson the learner should be able toDescribe the Electoral process in Kenya i.e dissolutions of parliament, registration of voters and nominations | Discussing the electro process in Kenya i.e dissolution of parliament, registration of voters and nominationsNote takingAsking and answering questins | PhotographsStudents bookResource personRealiaTeachers guideHandoutsVideosFilms  | Milestone in History and Government form III page 163-164Milestone Teachers guide 63-65Golden tips page 186High Flyer page 109Evolving world History and Government page 174Gateway paper 2 page 76 |  |
|  | 1. 2
 | The formation structure and functions of the government of Kenya | Nominations Qualifications for nominationsA presidentA parliamentary candidateA civic candidate  | By the end of the lesson, the learner should be able toExplain qualification for nominations of A presidentA parliamentary candidate and civic candidate  | Discussing qualifications for nominations of a president, a parliamentary and civic candidate in KenyaExplanationsNote taking | PhotographsStudents bookResource personVideosRealiaTeachers guideVideosFilmsVideosHandoutsPicturesNewspaper cuttings | Milestone in History and Government form III page 165-166Milestone Teachers guide 63-65Golden tips page 186High Flyer page 109Evolving world History and Government page 174Gateway paper 2 page 76-77 |  |
|  | 1. 3
 | The formation structure and functions of the government of Kenya | Electoral process Presentation of nomination papersCampaignspolling | By the end of the lesson, the learner should be able toexplain the remaining stages in the electoral process i.e presentation of nomination papers, campaigns and polling | Discussing the remaining stages in the electoral process in KenyaExplanationsasking and answering questions Note taking  | photographsstudents bookResource personHandoutsRealiaPicturesVideosFilms Documents  | Milestone in History and Government form III page 166-168Milestone Teachers guide 63-65Golden tips page 186-188High Flyer page 109Evolving world History and Government page 174-177Gateway paper 2 page 78 |  |
|  | 1. 4
 | The formation structure and functions of the government of Kenya | Circumstances that can lead to a by electionThe importance of electionFunctions of electro commission of Kenya | By the end of the lesson, the learner should be able toExplain the circumstances that can lead to a by-electionImportance of elections and the functions of the electro commission of Kenya | DiscussionsExplanationsNote takingAsking and answering questions | VideosResource personVideosDocumentsHandoutsPictures  | Milestone in History and Government form III page 168-170Milestone Teachers guide 63-65Golden tips page 187High Flyer page 109Evolving world History and Government page 177Gateway paper 2 page 77-79 |  |
| 1. 8
 | 1. 1
 | The formation structure and functions of the government of Kenya | The formation of governmentThe process of formations of a government | By the end of the lesson, the learner should be able toExplain process of formation of a government | ExplanationsListening to resource personAsking and answering questions | PhotographsStudents bookResource personRealiaHandoutsVideosDocumentsNewspaper cuttingsRevision books  | Milestone in History and Government form III page 170-171Milestone Teachers guide 63-65Golden tips page 188High Flyer page 110Evolving world History and Government page 179Gateway paper 2 page 79 |  |
|  | 1. 2
 | The formation structure and functions of the government of Kenya | The structure and functions of the Government of KenyaLegislatureThe compositionThe functions of legislature | By the end of the lesson, the learner should be able toDescribe the structure and function of the legislature | DescriptionExplanationsListening to resource personAsking and answering questions | PhotographsStudents bookResource personHandoutsRealiaNewspaper cuttingsRevision books | Milestone in History and Government form III page 171-174Milestone Teachers guide 63-65Golden tips page 188High Flyer page 110Evolving world History and Government page 180Gateway paper 2 page 79-80 |  |
|  | 1. 3
 | The formation structure and functions of the government of Kenya | The law of making process | By the end of the lesson, the learner should be able toExplain the process of making law | ExplanationsNote making and takingAsking and answering questions | PhotographsStudents bookResource personHandoutsRealiaVideos  | Milestone in History and Government form III page 174-175Milestone Teachers guide 63-65Golden tips page 188-189High Flyer page 117Evolving world History and Government page 185Gateway paper 2 page 79-80 |  |
|  | 1. 4
 | The formation structure and functions of the government of Kenya | Parliamentary Supremacy | By the end of the lesson, the learner should be able toExplain the parliamentary supremacy | Note takingDemonstrationsIllustrationsExplanationsAsking and answering questions | Students bookResource personRealiaHandoutsDocumentsNewspaper cuttingsConstitutionPicture | Milestone in History and Government form III page 174-175Milestone Teachers guide 63-65Golden tips page 189High Flyer page 118Evolving world History and Government page 185Gateway paper 2 page 79-80 |  |
| 1. 9
 | 1. 1
 | The formation structure and functions of the government of Kenya | The executiveThe powers and functions of the president | By the end of the lesson, the learner should be able toExplain the power and functions of president | ExplanationsDescriptionsDiscussionsAsking and answering questions Note taking | Resource personRealiaHandoutsDocumentsConstitutionRevision text booksChartsMapsPhotographsStudents book | Milestone in History and Government form III page 175-176Milestone Teachers guide 63-65Golden tips page 189High Flyer page 110Evolving world History and Government page 189Gateway paper 2 page 81-82 |  |
|  | 1. 2
 | The formation structure and functions of the government of Kenya | The composition and functions of cabinet | By the end of the lesson, the learner should be able toExplain composition and function of the cabinet | Explaining composition of cabinetAsking and answering questionsMaking and taking notes | DocumentsRealiaConstitutionVideosPicturesChartsResource personStudent bookphotograph | Milestone in History and Government form III page 177Milestone Teachers guide 63-65Golden tips page 190High Flyer page 111Evolving world History and Government page 192Gateway paper 2 page 82 |  |
|  | 1. 3
 | The formation structure and functions of the government of Kenya | The composition and functions of civil service i.e PC, DC | By the end of the lesson, the learner should be able toExplain the composition and functions of the cabinet | ExplanationsDiscussionsAsking and answering questionsMaking and taking of notes | Resource personConstitutionRealiaHandoutsPicturesVideosConstitution of KenyaChartsMaps  | Milestone in History and Government form III page 178-180Milestone Teachers guide 63-65Golden tips page 190High Flyer page 112Evolving world History and Government page 193Gateway paper 2 page 82 |  |
|  | 1. 4
 | The formation structure and functions of the government of Kenya | Parliamentary Supremacy | By the end of the lesson, the learner should be able toExplain parliamentary supremacy | ExplanationsAsking and answering questionsNote taking | Resource personPhotographsStudents booksResource personConstitution of KenyaHandoutsVideosChartsMaps  | Milestone in History and Government form III page 175Milestone Teachers guide 63-65Golden tips page 189High Flyer page 118Evolving world History and Government page 187Gateway paper 2 page 81 |  |
| 1. 10
 | 1. 1
 | The formation structure and functions of the government of Kenya | The executiveThe powers and functions of the president | By the end of the lesson, the learner should be able toExplain the powers and functions of the president | ExplanationsDiscussionsdescriptions | photographsstudents bookResource personHandoutsRealiaConstitution of KenyaVideosPicturesCharts  | Milestone in History and Government form III page 175-176Milestone Teachers guide 63-65Golden tips page 189High Flyer page 110Evolving world History and Government page 189Gateway paper 2 page 81-82 |  |
|  | 1. 2-4
 | The formation structure and functions of the government of Kenya | The composition and functions of cabinet | By the end of the lesson, the learner should be able toExplain composition and functions of cabinet | Explaining the composition and functions of the cabinetIllustrationsAsking and answering questions | Resource personPicturesConstitution of KenyaChartsVideosphotographs | Milestone in History and Government form III page 177Milestone Teachers guide 63-65Golden tips page 190High Flyer page 111Evolving world History and Government page 192Gateway paper 2 page 82-84 |  |
| 1. 11
 | 1. 1
 | The formation structure and functions of the government of Kenya | The Armed forcesComposition of armed forcesFunctions of the armed forces | By the end of the lesson, the learner should be able toExplain the composition and the functions of the armed forces | ExplanationsAsking and answering of questionsNote taking | PhotographsStudents bookResource personHandoutsRealiaPicturesConstitution of KenyaRevision book | Milestone in History and Government form III page 182-183Milestone Teachers guide 63-65Golden tips page 190High Flyer page 113Evolving world History and Government page 191-192Gateway paper 2 page 82-84 |  |
|  | 1. 2
 | The formation structure and functions of the government of Kenya | The PoliceThe composition of police force | By the end of the lesson, the learner should be able toList the compositions of the police force | Identifying the police forceAsking and answering questionsNote taking | Resource personHandoutsRealiaPicturesNewspaper cuttingsConstitution of Kenyaphotographs | Milestone in History and Government form III page 184Milestone Teachers guide 63-65Golden tips page 192High Flyer page 114Evolving world History and Government page 199Gateway paper 2 page 84-85 |  |
|  | 1. 3
 | The formation structure and functions of the government of Kenya | The functions of the police force | By the end of the lesson, the learner should be able toExplain the functions of the police forceExplain the challenges facing the police force | Discussing the functions of the police forceNote takingAsking and answering of questions | PhotographsStudents bookResource personDocumentsVideosPicturesConstitution of KenyaHandoutsNewspaper cuttings | Milestone in History and Government form III page 184Milestone Teachers guide 63-66Golden tips page 192High Flyer page 114Evolving world History and Government page 199-200Gateway paper page 85 |  |
|  | 1. 4
 | The formation structure and functions of the government of Kenya | The prisons departmentFunctionschallenges | By the end of the lesson, the learner should be able toexplain the functions of prisons and challenges facing the prisons department | ExplanationsDiscussionsNote takingAsking and answering questions | PhotographsDocumentsResource personHandoutsNewspaper cuttingsConstitution of KenyaCharts | Milestone in History and Government form III page 184-185Milestone Teachers guide 63-66Golden tips page 193High Flyer page 115Evolving world History and Government page 202-204Gateway paper page 85-86 |  |
| 1. 12
 |  | **END OF YEAR EXAMINATIONS** |  |