**HISTORY SCHEMES OF WORK**

**FORM THREE 2016**

**TERM I**

**REFERENCES:**

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

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

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

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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 Africa  Defining scramble, Partition  Methods used by European to acquire colon | | By the end of the lesson, the learner should be able to  Explain the meaning of scramble and partition  Explain how European countries were involved in the struggle and partition of Africa  Explain the methods used by the Europeans to acquire colonies in Africa | Defining the terms scramble and partition  Discussing how European nation were involved in the scramble and partition of Africa  Explanations  Asking and answering questions  Taking and making notes | Students book  Teachers guide  Resource person  Documents  Realia  Handouts  Videos  Charts  maps | Milestone in History and Government form III page 1-3  Milestone Teachers guide 34-36  Golden tips page 129  High Flyer page 58-59  Evolving world History and Government page 1-2  Gateway paper 2 |  |
|  | **2** | European invasion of Africa and the process of Colonization | Factors that led to scramble for colonies in Africa  Economic  Political | | By the end of the lesson, the learner should be able to  Explain the economic and political factors that led to the scramble for colonies in Africa | Discussing the factors leading to the scramble for colonies  Economic factors  Political factors  Listening to a resource person  Taking and making notes  Asking and answering questions  Demonstrating | Students book  Resource person  Photographs  Maps  Charts  Videos  Documents  Handouts  Realia  Teachers guide  Pictures | Milestone in History and Government form III page 3-4  Milestone Teachers guide 35-36  Golden tips page 129-130  High Flyer page 59  Evolving world History and Government page 3-8  Gateway paper 2 |  |
|  | **3** | European invasion of Africa and the process of colonization | The factors that led to scramble for colonies in Africa  Strategic  Social | | By the end of the lesson, the learner should be able to  Explain the strategic and social factors that led to the scramble for colonies in Africa | Discussing the factors that led to the scramble for colonies  Strategic and social factors  Listening to a resource person  Explanation  Asking and answering questions  Note taking | Students book  Resource person  Maps  Photographs  Pictures  Charts  Handouts  Teachers guide  Documents  Maps  Videos  Film | Milestone in History and Government form III page 5-8  Milestone Teachers guide 35-36  Golden tips page 130  High Flyer page 59  Evolving world History and Government page 5-7  Gateway 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 to  Describe the process of partition | Describing the process of partition  Asking and answering questions  Taking and making notes  Demonstrating  Illustration  drawing | maps  charts  textbooks  revision materials  resource person  realia  Handouts  Documents  Gateway Revision | Milestone in History and Government form III page 8-9  Milestone Teachers guide 35-36  Golden tips page 130  High Flyer page 60  Evolving world History and Government page 8-9  Gateway paper 2 page 74 |  |
| **3** | **1** | European invasion of Africa and the process of colonization | The process of partition  The Berlin conference of 1884-1885 | | By the end of the lesson, the learner should be able to  Explain 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 1884-1885  Demonstrating  Illustrating  Taking and making notes  Asking and answering questions | Students book  Teachers guide  Resource person  Maps  Charts  Realia  Documents  Handouts  Gateway revision  Pictures  Videos | Milestone in History and Government form III page 10-12  Milestone Teachers guide 35-36  Golden tips page 130-131  High Flyer page 60  Evolving world History and Government page 8-9  Gateway paper 2 page 74 |  |
|  | **2** | European invasion of Africa and the process of colonization | The methods used by Europeans to acquire colonies in Africa  The impact of partition in Africa | | By the end of the lesson, the learner should be able to  Explain 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 Africa  Explaining the partitions of Africa  Asking and answering questions  Note taking  Demonstrating  illustrations | students book  teachers guide  Resource person  Maps  Charts  Realia  Documents  Handouts  Gateway Revision  Pictures  Videos | Milestone in History and Government form III page 10-12  Milestone Teachers guide 35-36  Golden tips page 130-131  High Flyer page 60  Evolving world History and Government page 8-9  Gateway paper 2 page 74 |  |
|  | **3** | European invasion of Africa and the process of colonization | African Reaction to European Colonization resistance  Maji maji uprising 1905-1907  The 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 uprising  Discussing the causes of maji maji uprising  Asking and answering questions | Students book  Resource person  Photographs  Videos  Documents  Maps  Charts  Pictures | Milestone in History and Government form III page 14-16  Milestone Teachers guide 35-37  Golden tips page 131-132  High Flyer page 61-62  Evolving world History and Government page 11-13  Gateway paper 2 page 75 |  |
|  | **4** | European invasion of Africa and the process of colonization | The causes of uprising  Results of the uprising  Reasons for the defeat | | By the end of the lesson, the learner should be able to  Explain the results of and reasons of the uprising to fail | Describe the course of the uprising  Giving results and reasons why the uprising failed  Taking and making notes  Answering and asking questions  Demonstrating | Students book  Resource person  Photographs  Documents  Realia  Charts  Teachers Guide  Handouts  Maps  Videos  Films | Milestone in History and Government form III page 16-19  Milestone Teachers guide 75-77  High Flyer page 62  Evolving world History and Government page 14-15  Gateway paper 2 page 75-77 |  |
| **4** | **1** | European invasion of Africa and the process of colonization | African reaction to European colonization  Resistance  Samoure Toure of Mandinka empire  The reasons why Samoure Toure resisted French colonization | | By the end of the lesson, the learner should be able to  Explain 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 Toure  Discussing the reasons why Samoure Toure resisted  Note taking  Asking and answering questions  Demonstration  Illustrations | Students book  Resource person  Maps  Charts  Photographs  Pictures  Charts  Realia  Handouts  Teachers guide  Documents  Films | Milestone in History and Government form III page 19-22  Milestone Teachers guide 35-37  Golden tips page 133  High Flyer page 62-63  Evolving world History and Government page 16-17  Gateway 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 time  Reasons why samoure Toure was Defeated by the French | | By the end of the lesson, the learner should be able to  Explain the reasons that made Samoure Toure to resist for long  Explain the reasons why Samoure Toure was defeated by the French | Explaining reasons why Samoure Toure resisted for long  Discussing reasons why Samoure Toure was defeated by the French  Illustrations  Taking and making notes  Asking and answering questions | Students book  Resource person  Photographs  Maps  Charts  Pictures  Handouts  Realia  Videos  Films  News paper cuttings | Milestone in History and Government form III page 22-23  Milestone Teachers guide 35-37  Golden tips page 133  High Flyer page 63  Evolving world History and Government page 19-20  Gateway paper 2 page 77-78 |  |
|  | **3** | European invasion of Africa and process of Colonization | Lobengula of the Ndebele  Reasons for the conquest of Ndebele land  The Rudd concession and its term | | By the end of the lesson, the learner should be able to  Explain 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 land  Discussing the terms of the Rudd Concession of 1888  Illustrations  Demonstrations  Asking and answering questions | Students book  Resource person  Photographs  Maps  Pictures  Handouts  Videos  Films  Newspaper cuttings  Charts | Milestone in History and Government form III page 23-25  Milestone Teachers guide 35-38  Golden tips page 134  High Flyer page 63-64  Evolving world History and Government page 20-21  Gateway paper 2 page 78-79 |  |
|  | **4** | European invasion of Africa and the process of colonization | African Reaction to European colonization  Reasons for the defeat of the Ndebele  Effects of the Ndebele war of 1893 | | By the end of the lesson, the learner should be able to  Explain 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 Ndebele  Explaining the effects of Ndebele war of 1893  Asking and answering questions  Taking and making notes | Students guide  Resource person  Photographs  Revision materials  Handouts  Videos  Films  Charts  News paper  Documents  maps | Milestone in History and Government form III page 25-26  Milestone Teachers guide 35-38  Golden tips page 135  High Flyer page 65  Evolving world History and Government page 25  Gateway paper 2 page 78 |  |
| **5** | **1** | European invasion of Africa and the Process of Colonization | The causes of Shona- Ndebele or chimusenga wars of 1896-1897  Results of Chimurenga wars | | By the end of the lesson, the learner should be able to  Discuss the causes and results of Chimurenga wars of 1896-1897 | Discussing the causes and courses of the Chimurenga wars  Explaining the results of Chimurenga wars  Asking and answering questions  Taking and making notes | Students book  Resource person  Photographs  Revision materials  Handouts  Videos  Maps  Charts  Documents  Films  Newspaper cuttings | Milestone in History and Government form III page 26-27  Milestone Teachers guide 35-38  Golden tips page 134  High Flyer page 64  Evolving world History and Government page 22-25  Gateway paper 2 page 79 |  |
|  | **2** | European invasion of Africa and the process of colonization | Reasons why some leaders collaborated  Buganda – reasons why Kabaka Mutesa collaborated with the British | | By the end of the lesson, the learner should be able to  Explain the reasons why some African leaders collaborated with the Europeans  Explain why Kabaka Mutesa collaborated with the British | Explaining the meaning of collaboration  Discussing reasons why Kabaka Mutesa collaborated  Listening to a resource person  Asking and answering questions  Taking and making notes  Illustrating | Students book  Charts  Photographs  Maps  Revision materials  Documents  Pictures  Photos  Videos  Teachers guide | Milestone in History and Government form III page 27-29  Milestone Teachers guide 35-38  Golden tips page 135-136  High Flyer page 65  Evolving world History and Government page 28-31  Gateway paper 2 page 79 |  |
|  | **3** | European invasion of Africa and the process of Colonization | Reasons why Kabaka Mwanga collaborated with the British  The terms of Buganda Agreement of 1900 | | By the end of the lesson, the learner should be able to  Explain why Kabaka Mwanga collaborated with the Brititsh and the terms of Buganda Agreement of 1900 | Discussing reasons why Kabaka Mwanga collaborated  Explaining terms of the Buganda Agreement of 1900 | Resource person  Photographs  Extracts of Buganda Agreement  Maps  Realia  Pictures  Maps  Charts  Resource person  Documents  Teachers guide | Milestone in History and Government form III page 30-31  Milestone Teachers guide 35-38  Golden tips page 135-136  High Flyer page 66  Evolving world History and Government page 28-31  Gateway paper 2 page 81-82 |  |
|  | **4** | European invasion of Africa and the process of Colonization | Collaboration  Lewanika of Lozi Kingdom  Reasons why Lewanika collaborated with the Europeans  The result of Lewanika’s collaboration | | By the end of the lesson, the learner should be able to  Explain why Lewanika collaborated with the Europeans  Explain the results of Lewanika’s collaboration | Discussing reasons why Lewanika collaborated  Explain the results of the collaboration  Listening to a resource person  Making and taking notes  Asking and answering questions  discussions | students book  resource person  Photographs  Maps  Teachers guide  Documents  Scrolls  Pictures  Text books  Handouts  Realia | Milestone in History and Government form III page 31-32  Milestone Teachers guide 40-41  Golden tips page 137  High Flyer page  Evolving world History and Government page 26-27  Gateway 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 to  Explain the early contacts between East Africa and Europe | Explaining the early contacts between Africa and Europe  Listening to a resource person  Class discussion  Illustrations  Demonstrations  Asking and answering questions | Students book  News paper cuttings  Text books  Handouts  Realia  Charts  Documents  Teachers guide | Milestone in History and Government form III page 34  Milestone Teachers guide 40-41  Golden tips page 135-136  High Flyer page 67  Evolving world History and Government page 33  Gateway 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 to  Explain the reasons for the scramble for colonies in East Africa | Discussing the reasons for Colonies in East Africa  Listening to a resource person  Asking and answering questions  Making and taking notes | Students book  Resource person  Photographs  Charts  Maps  Handouts  Newspaper cuttings  Documents  Scrolls | Milestone in History and Government form III page 34-35  Milestone Teachers guide 40-41  Golden tips page 139  High Flyer page 67-68  Evolving world History and Government page 33-34  Gateway paper 2 page 38 |  |
|  | **3** | Establishment of Colonial Rule in Kenya | The process of partition  The Anglo-German agreement of 1886 | | By the end of the lesson, the learner should be able to  Explain the Anglo-German Agreement of 1886 and Helgoland treaty of 1890 | Discussing the terms of Anglo-German Agreement and the Helgoland treaty of 1890  Explanations  Illustrating  Demonstrating  Asking and answering questions  Making and taking notes | Resource person  Photographs  Maps  Charts  Documents  Scrolls  Charts  Text books  Newspaper cuttings  Videos  Pictures  Students books | Milestone in History and Government form III page 35-38  Milestone Teachers guide 40-41  Golden tips page 139-138  High Flyer page 68  Evolving world History and Government page 34  Gateway paper 1 page 38-39 |  |
|  | **4** | Establishment of Colonial Rule in Kenya | The British occupation of Kenya  The methods used to establish colonial rule in Kenya  The problems faced by I.B.E.A.co | | By the end of the lesson, the learner should be able to  Explain the methods used to establish colonial rule in Kenya and the problems that the I.B.E.A Co. faced  *© Education Plus Agencies* | Illustrations  Explaining the problems that the I.B,A co. faced  Describing  Asking and answering questions  Note taking  Discussing the methods used to establish colonial rule in Kenya | Scrolls  Teachers guide  Students book  Resource person  Maps  Photographs  Pictures  Documents  Newspaper cuttings  Handouts  Realia  Charts | Milestone in History and Government form III page 38-40  Milestone Teachers guide 40-41  Golden tips page 140  High Flyer page 68-69  Evolving world History and Government page 35-37  Gateway paper 1 page 39 |  |
| **7** | **1** | Establishment of colonial rule in Kenya | Response of the people of Kenya to British invasion  resistance (Nandi)  The factors responsible for the rise of Nandi power  Reasons 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 power  Discussing reasons for the Nandi resistance  Listening to a resource person  Making and taking notes  Asking and answering questions | Pictures  Handouts  Realia  Videos  Films  Scrolls  Documents  Textbooks  Students book  Resource person | Milestone in History and Government form III page 38-40  Milestone Teachers guide 40-41  Golden tips page 140  High Flyer page 68-69  Evolving world History and Government page 35-37  Gateway 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 to  Explain the course of the Nandi resistance | Discussing the course of the Nandi resistance  Listening to a resource person  Asking and answering questions  Making and taking notes | Documents  Films  Handouts  Textbooks  Maps  Videos  Students book  Resource person  Photographs  Resource person | Milestone in History and Government form III page 43-44  Milestone Teachers guide 40-42  Golden tips page 141  High Flyer page 70  Evolving world History and Government page 38-39  Gateway 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 to  Explain the factors that enabled the Nandi to resist for a long period | Describing  Explanations  Illustrations  Making and taking notes  Asking and answering questions  Discussing the reasons for the long Nandi Resistance  Listening to a resource person | Students book  Resource person  Photographs  Documents  Realia  Teachers guide  Revision books  Handouts  Videos  Films  Charts | Milestone in History and Government form III page 44-45  Milestone Teachers guide 40-42  Golden tips page 141-142  High Flyer page 70  Evolving world History and Government page 39-40  Gateway paper 1 page 40 |  |
|  | **4** | Establishment of colonial rule in Kenya | Reasons why the Nandi were defeated  The effects of Nandi resistance | | By the end of the lesson, the learner should be able to  Explain the reasons that made the Nandi to be defeated and the effects of the Nandi resistance | Asking and answering questions  Discussing the reasons why Nandi were defeated  Discussing the effects of the Nandi resistance  Listening to a resource person  Making and taking notes  Explanations | Students book  Resource person  Maps  Teachers guide  Charts  Videos  Films  Realia  Handouts  Documents  Gateway Revision | Milestone in History and Government form III page 45  Milestone Teachers guide 40-42  Golden tips page 141  High Flyer page 70  Evolving world History and Government page 40  Gateway paper 1 page 40-41 |  |
| **8** | **1** | Establishment of colonial Rule in Kenya | The Agyriania resistance  Reasons for Agririnian resistance  The cause for resistance | | By the end of the lesson, the learner should be able to  Explain why the Agriama resulted and discuss the course of the resistance | Explaining why the Agriama resisted  Discuss their cause of resistance  Listening to a resource person  Asking and answering questions  Making and taking notes  Describing  Illustrating | Students book  Resource person  Photographs  Maps  Documents  Handouts  Realia  Text books  Revision books  Videos  Pictures  Teachers guide | Milestone in History and Government form III page 45  Milestone Teachers guide 40-42  Golden tips page 141  High Flyer page 70  Evolving world History and Government page 40  Gateway 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 to  Explain the effects of the Agriama resistance | Discussing the effects of the Agriama resistance  Asking and answering questions  Listening to a resource person  Asking and answering questions  Note taking | Students books  Photographs  Maps  Teachers guide  Charts  Realia  Handouts  Pictures  Videos  Films  Revision books | Milestone in History and Government form III page 47  Milestone Teachers guide 40-42  Golden tips page 142  High Flyer page 70  Evolving world History and Government page 42  Gateway paper 1 page 41 |  |
|  | **3** | Establishment of colonial Rule in Kenya | Bukusu  Causes of the Bukusu resistance  Causes of the resistance  Effects of Bukusu resistance | | By the end of the lesson, the learner should be able to  Explain the causes and effects of the Bukusu resistance | Discussing the causes of Bukusu resistance  Explaining the course and effects of the resistance  Illustrations  Note taking  Demonstration  Asking and answering questions | Students book  Resource person  Photographs  Maps  Teachers guide  Pictures  Documents  Handouts  Realia  Scrolls  Videos  Film  Teachers guide | Milestone in History and Government form III page 48  Milestone Teachers guide 40-42  Golden tips page 142  High Flyer page 70-71  Evolving world History and Government page 42  Gateway paper 1 page 40-41 |  |
|  | **4** | Establishment of colonial rule in Kenya | Somali  Causes of the Somali resistance  Course of the wars  Effects of the Somali war | | By the end of the lesson, the learner should be able to  Explain the causes course and the effects of the Somali’s resistance | Discussing the causes of the Somali resistance  Explain the course of resistance  Discussing the effects of Somali resistance  Asking and answering questions  Note taking | Students book  Resource person  Photographs  Maps  Charts  Teachers guide  Videos  Films  Realia  Handouts  Documents  Scrolls | Milestone in History and Government form III page 48-49  Milestone Teachers guide 40-42  Golden tips page 142  High Flyer page 71  Evolving world History and Government page 43  Gateway paper 1 page 42 |  |
| **9** | **1** | Establishment of colonial rule in Kenya | Collaboration  Maasai  Reasons why the Maasai collaborated with the British  The results of the Maasai collaboration | | By the end of the lesson, the learner should be able to  Explain why the Maasai collaborated with the British and the effects of the collaboration | Explaining why the Maasai Collaborated  Discussing the effects of the collaboration  Asking and answering questions  Note taking  Illustration  Demonstrations | Students book  Resource person  Photographs  Maps  Teachers guide  Charts  Maps  Pictures  Videos  Films  Pictures  Handouts  Realia | Milestone in History and Government form III page 49-51  Milestone Teachers guide 40-42  Golden tips page 142  High Flyer page 71  Evolving world History and Government page 43-45  Gateway paper 1 page 42-45 |  |
|  | **2** | Establishment of colonial Rule in Kenya | Wanga  Reasons why Nabanga mumia of wanga collaborated with the British  Results of Wanga’s collaboration | | By the end of the lesson, the learner should be able to  Explain why Nabongo mumia of Wanga collaborated with the British and the results of Wanga collaboration | Discussing why Nabango collaborated  Explaining the results of the collaboration  Illustrations  Demonstrations  Drawings  Note taking  Asking and answering questions | Students book  Resource person  Photographs  Realia  Teachers guide  Videos  Films  Pictures  Handouts  Pictures  Maps  Charts  Scrolls | Milestone in History and Government form III page 51-53  Milestone Teachers guide 40-42  Golden tips page 144  High Flyer page 72  Evolving world History and Government page 46-47  Gateway paper 1 page 43 |  |
|  | **3** | Establishment of colonial rule in Kenya | Mixed reaction  The Agikuyu reaction and its effects  The Akamba reaction and its effects | | By the end of the lesson, the learner should be able to  Explain the Agikuyu and Akamba reactions to colonial rule and their effects | Explanations  Demonstration  Illustrations  Discuss the reaction of Agikuyu & effects  Explain Akamba reaction and its effects  Asking and answering questions  Making and taking of notes | Students book  Resource person  Photographs  Maps  Teachers guide  Videos  Maps  Charts  Scrolls  Handouts  Revision book  Documents | Milestone in History and Government form III page 53-57  Milestone Teachers guide 40-42  Golden tips page 144-145  High Flyer page 72-74  Evolving world History and Government page 47-51  Gateway paper 1 page 43-44 |  |
|  | **4** | Establishment of colonial rule in Kenya | Mixed reaction  The Agikuyu reaction and its effects  The Akamba reaction on and its effects | | By the end of the lesson, the learner should be able to  Explain the Luo reaction and its effects  Explain reasons why armed resistance by Kenyan communities Failed | Discussing the Luo reaction and its effects  Explaining why armed resistance by Kenyan communities failed  Demonstrations  Illustrations  Asking and answering questions  Making and taking notes  Class discussions | Resource person  Photographs  Maps  Charts  Teachers guide  Documents  Realia  Handouts  Pictures  Videos  Films  Scrolls | Milestone in History and Government form III page 53-57  Milestone Teachers guide 40-42  Golden tips page 144-145  High Flyer page 72-74  Evolving world History and Government page 47-51  Gateway paper 1 page 44-45 |  |
| **10** | **1** | Colonial Administration | Indirect rule  The British in Kenya  The British in Kenya and the methods used to administrate Kenya | | By the end of the lesson, the learner should be able to  Explain 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 Kenya  Asking and answering questions  Making and taking of notes | Students book  Resource person  Photographs  Charts  Maps  Realia  Documents  Handouts  Pictures  Videos  Films  Scrolls  Documents  textbooks | Milestone in History and Government form III page 61-63  Milestone Teachers guide 44-45  Golden tips page 149  High Flyer page 76  Evolving world History and Government page 56-58  Gateway 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 to  Explain 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 British  Asking and answering questions  Explanations  Illustration  Making and taking notes | Students book  Resource person  Photographs  Maps  Videos  Films  Scrolls  Realia  Teachers guide  Scrolls  Documents | Milestone in History and Government form III page 63-64  Milestone Teachers guide 44-45  Golden tips page 149-150  High Flyer page 76-77  Evolving world History and Government page 58-59  Gateway paper 2 page 82-83 |  |
|  | **3** | Colonial Administration | Reasons why the British adopted indirect rule in Nigeria  Reasons for the failure of indirect rule in southern Nigeria | | By the end of the lesson, the learner should be able to  Discuss the effects of indirect rule in Nigeria | Discussing the effects of indirect rule in Nigeria  Asking and answering questions  Illustrations  Demonstrations  Note taking  Drawing | Students book  Resource person  Revision materials  Charts  Maps  Pictures  Handouts  Realia  Charts  Videos  Films  Gateway Revisions | Milestone in History and Government form III page 67-68  Milestone Teachers guide 44-45  Golden tips page 150  High Flyer page 77  Evolving world History and Government page 61  Gateway paper 2 page83 |  |
| **11** | **1-2** | Colonial Administration | Direct rule  The 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 to  Explain reasons why direct rule was adopted in Zimbabwe | Explaining why direct rule was adopted Zimbabwe  Asking and answering questions  Drawing  Demonstrating  Illustrations  Explanations  Class discussions | Students book  Resource person  Photographs  Maps  Revision materials  Videos  Pictures  Charts  Handouts  Teachers own collection  Realia | Milestone in History and Government form III page 68-69  Milestone Teachers guide 44-45  Golden tips page 151  High Flyer page 77  Evolving world History and Government page 61-62  Gateway 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 to  Explain how direct rule was applied in Zimbabwe | Discussing how direct rule was used in Zimbabwe  Asking and answering questions  Illustrations  Drawing  Making and taking notes | Students book  Resource person  Photographs  Maps  Revision materials  Handouts  Realia  Documents  Charts  Teachers guide  Scrolls  Newspaper cuttings | Milestone in History and Government form III page 70  Milestone Teachers guide 44-45  Golden tips page 151  High Flyer page 77-78  Evolving world History and Government page 63-67  Gateway paper 2 page 84 |  |
|  | **4** | Colonial Administration | Assimilation  The meaning of Assimilation policy and its Structure | | By the end of the lesson, the learner should be able to  Explain 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 colonies  Asking and answering questions  Making and taking notes | Students book  Resource person  Photographs  Maps  Revision materials  Charts  Handouts  Documents  Teachers guide  Scrolls  Newspaper cuttings  Maps | Milestone in History and Government form III page 71-72  Milestone Teachers guide 44-45  Golden tips page 151  High Flyer page 77-78  Evolving world History and Government page 63-67  Gateway paper 2 page 84 |  |
| **12** | **1-2** | Colonial Administration | The French in Senegal | | By the end of the lesson, the learner should be able to  Explain how assimilation policy was applied in Senegal | Discussing how assimilation policy was used in Senegal  Explanations  Asking and answering questions  Making and taking notes  illustrations | students book  resource person  Photographs  Maps  Teachers’ guide  Documents  Pictures  Newspaper cuttings  Teachers own collection  Realia  Handouts  charts | Milestone in History and Government form III page 71-72  Milestone Teachers guide 44-45  Golden tips page 151  High Flyer page 79  Evolving world History and Government page 67  Gateway 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 to  Explain why the policy of assimilation failed | Describing  Class discussions  Illustrations  Asking and answering questions  Making and taking notes  Discussing why the assimilation policy failed | Text books  Charts  Maps  Documents  Scrolls  Teachers own collection  Personal experience  Videos  Pictures  Films  Revision materials  handouts | Milestone in History and Government form III page 73-74  Milestone Teachers guide 44-45  Golden tips page 153  High Flyer page 80  Evolving world History and Government page 69-70  Gateway paper 2 page 84-85 |  |
|  | **4** | Colonial Administration | The policy of Association | | By the end of the lesson, the learner should be able to  Explain the use of the policy association | Discussing the use of policy of association  Explanations  Illustrations  Asking and answering questions  Making and taking notes | Students books  Resource person  Photographs  Revision materials  Teachers guide  Realia  Handouts  Maps  Charts  Videos  Pictures  Films  Documents  Resource person | Milestone in History and Government form III page 75  Milestone Teachers guide 45  Golden tips page 153-154  High Flyer page 80  Evolving world History and Government page 70-71  Gateway paper 2 page 85 |  |
| **13** | **1** | Economic and social development during the colonial period in Kenya | The Uganda Railway  Reasons for the building of the Uganda Railway  Problems encountered during the building of the Uganda Railway | | By the end of the lesson, the learner should be able to  Explain the reasons for the constructing the Uganda Railway and problems that were encountered during the construction | Discussions  Explanations  Note taking  Asking and answering questions | Students book  Teachers guide  Maps  Charts  Pictures  Resource person  Document  Hand outs | Milestone in History and Government form III page 76-78  Milestone Teachers guide 47-48  Golden tips page 151  High Flyer page 81  Evolving world History and Government page 73  Gateway 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 to  Explain the effects of the construction of the Uganda Railway | Discussions  Explanations  Asking and answering questions  Note making  illustrations | Students book  Teachers guide  Maps  Charts  Pictures  Resource person  Documents  Handouts | Milestone in History and Government form III page 78-79  Milestone Teachers guide 47-48  Golden tips page 151  High Flyer page 81-82  Evolving world History and Government page 74  Gateway paper 1 page 46-47 |  |
|  | **3** | Economic and social development during the colonial period in Kenya | Colonial land policies  The 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 to  Explain 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 land  Explanations  Note taking  Asking and answering questions | Students book  Teachers guide  Resource person  Hand outs  Documents  Maps  Charts  pictures | Milestone in History and Government form III page 80  Milestone Teachers guide 48-49  Golden tips page 157-158  High Flyer page 81-82  Evolving 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 to  Explain the effects of colonial land policies | Explaining the effects of colonial land policies  Charts  Documents  Illustrations  Describing  drawing | Resource person  Documents  Teachers guide  Pictures  Realia  Handouts  Charts  Maps  Textbooks  Scrolls  videos | Milestone in History and Government form III page 81-82  Milestone Teachers guide 47-49  Golden tips page 157-158  High Flyer page 81-82  Evolving world History and Government page 78-80  Gateway 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 to  Explain the effects of colonial land policies | Explaining effects of colonial land policies  Charts  Documents  Discussions  Illustrations  Asking and answering questions  Making and taking notes | Teachers guide  Documents  Videos  Films  Pictures  Films  Pictures  Scrolls  Revision books  Maps  Charts  Newspaper cuttings  Pictures | Milestone in History and Government form III page 82-85  Milestone Teachers guide 47-49  Golden tips page 157-158  High Flyer page  Evolving world History and Government page 80  Gateway 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 to  Trace the development stages of cattle farming | Explaining the development stages of cattle farming  Asking and answering questions  Making and taking notes  Class discussions | Documents  Newspaper cuttings  Pictures  Teachers guide  Videos  Film  Charts  Students book  Photographs | Milestone in History and Government form III page 82-85  Milestone Teachers guide 47-49  Golden tips page 156-157  High Flyer page 82  Evolving world History and Government page 75  Gateway paper 1 page 47-50 |  |
|  | **4** | Economic and social Development during the colonial period in Kenya | The Devonshire white paper 1923  The terms of Devonshire white paper  The results of the Devonshire white paper | | By the end of the lesson, the learner should be able to  Explain the background of the Devonshire white paper, the terms and results of DWP | Explaining the background of the Devonshire white paper  Discussing the terms and the results of the Devonshire white paper | Students book  Photographs  Maps  Teachers guide  Handouts  Realia  Pictures  Charts  Newspaper cuttings | Milestone in History and Government form III page 85-87  Milestone Teachers guide 47-49  Golden tips page 158-159  High Flyer page 84  Evolving world History and Government page 80-82  Gateway paper 1 page50 |  |
| **15** |  | **END OF TERM EXAMINATIONS** | | | | | | |  |

**HISTORY SCHEMES OF WORK**

**FORM THREE 2016**

**TERM II**

**REFERENCES:**

KLB

The Evolving World

Milestone in History

Gateway

KLB

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | Urbanization  Factors that determined the development of town in Kenya during the colonial period | By the end of the lesson, the learner should be able to  Explain 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 period  Making and taking of notes  Asking and answering questions | Charts  Students book  Photographs  Maps  Realia  Handouts  Newspaper cuttings  Resource person  Scrolls | Milestone in History and Government form III page 86-87  Milestone Teachers guide 47-49  Golden tips page 159  High Flyer page 84  Evolving world History and Government page 82  Gateway 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 to  Explain the effects of urbanization | | Discussing the effects of urbanization  Asking and answering questions  Making and taking of notes  illustrations | students book  photographs  Maps  Charts  Resource person  Videos  Films  Teachers guide  Handouts  Realia | Milestone in History and Government form III page 87-88  Milestone Teachers guide 47-49  Golden tips page 159-160  High Flyer page 84  Evolving world History and Government page 83-84  Gateway paper 1 page 51 | |  |
|  | 1. 3 | | Economic and social developments during the colonial period in Kenya | Education  Characteristics of colonial education | By the end of the lesson, the learner should be able to  Explain the characteristics of colonial education | | Discussing the characters of colonial education  Asking and answering of questions  Making and taking notes  Class discussions | Students book  Resource persons  Maps  Charts  Teachers guide  Videos  Films  Documents  Newspaper cuttings | Milestone in History and Government form III page 89-90  Milestone Teachers guide 47-49  Golden tips page 160  High Flyer page 85  Evolving world History and Government page 84-86  Gateway 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 to  Explain the developments of education i.e primary education in Kenya | | Explaining the developments in primary education in Kenya  Asking and answering questions  Note taking  Class discussions | Students book  Photographs  Resource person  Handouts  Realia  Documents  Pictures  Text books  videos | Milestone in History and Government form III page 91-92  Milestone Teachers guide 47-49  Golden tips page 161  High Flyer page 85  Evolving world History and Government page 85-86  Gateway 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 to  Explain the developments of secondary education in Kenya | | Discussing the developments of secondary education in Kenya  Asking and answering questions  Making and taking of notes | Students book  Photographs  Maps  Handouts  Realia  Pictures  Videos  Textbook  Teachers guide  films | Milestone in History and Government form III page 92  Milestone Teachers guide 47-49  Golden tips page 161  High Flyer page 86  Evolving world History and Government page 86-87  Gateway 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 to  Explain the developments of university education in Kenya | | Discussing the developments of university education in Kenya  Asking and answering questions  Note taking | Students book  Photographs  Maps  Resource persons  Handouts  Pictures  Realia  Charts  Documents  Teachers guide | Milestone in History and Government form III page 92-93  Milestone Teachers guide 47-49  Golden tips page 161  High Flyer page 86  Evolving world History and Government page 86-87  Gateway paper 1 page 52-53 | |  |
|  | 1. 3 | | Economic and social developments during the colonial period in Kenya | Health  Developments in missionary health | By the end of the lesson, the learner should be able to  Explain the trends in the development of Health care i.e Missionary Health | | Explaining the developments of Health care i.e missionary health | Students book  Photographs  Maps  Teachers guide  Maps  Charts  Realia  Pictures  Documents  Textbooks  handouts | Milestone in History and Government form III page 93-94  Milestone Teachers guide 47-49  Golden tips page 161  High Flyer page 86  Evolving world History and Government page 87-89  Gateway 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 to  Explain the developments in Government Health Care | | Explaining the developments in Government health care  Illustrations  Describing  Class discussions  Asking and answering questions  Making and taking notes | Students book  Photographs  Resource person  Teachers guide  Realia  Handouts  Documents  Revision books  Textbooks  Maps  Charts | Milestone in History and Government form III page 94-95  Milestone Teachers guide 47-49  Golden tips page 161-162  High Flyer page 86  Evolving world History and Government page 87-89  Gateway 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 1939  Factors that influenced political opinion among Africans | By the end of the lesson, the learner should be able to  Explain the origins and organization of political movements in Kenya up to 1939  The factors that influenced political opinion among Africans | | Discussing the origins, developments, organizations of political movements in Kenya up to 1939  Explaining the factors that have influenced political opinion among Africans  Asking and answering questions  Making and taking notes | Charts  Documents  Teachers guide  Maps  Diagrams  Pictures  Handouts  Textbooks  Pictures | Milestone in History and Government form III page 96  Milestone Teachers guide 51-53  Golden tips page 163  High Flyer page 87-88  Evolving world History and Government page 90-91  Gateway 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 to  Explain 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.A  Explaining the achievement of E.A.A  Asking and answering questions  Making and taking of notes  Class discussions  Drawings  demonstrations | students book  resource person  Documents  Photographs  Teachers Guide  Maps  Charts  Documents  Realia  Handouts  Pictures  videos | Milestone in History and Government form III page 96-98  Milestone Teachers guide 51-53  Golden tips page 163  High Flyer page 88  Evolving world History and Government page 91-93  Gateway 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 to  Explain the memorandum pressed to the Hilton Young Commission | | Discussing the memorandum present to Hilton Young commission  Making and taking notes  Asking and answering questions  Demonstrations  illustrations | students book  Resource Person  Documents  Photographs  Handouts  Charts  Videos  Pictures  Realia  Teachers guide | Milestone in History and Government form III page 98-99  Milestone Teachers guide 53-54  Golden tips page 163  High Flyer page 88  Evolving world History and Government page 94-95  Gateway 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 to  Discuss the memorandum of the Young Karironda Tax payers welfare Association to the chief native commissioner | | Discussing the memorandum of the YKTPW  Asking and answering questions  Illustrations  Demonstrations  Making and taking notes | Students book  Resource person  Documents  Photographs  Pictures  Maps  Charts  Realia  Handouts  Videos  Textbooks | Milestone in History and Government form III page 99-100  Milestone Teachers guide 51-53  Golden tips page 164  High Flyer page 88  Evolving world History and Government page 96-97  Gateway 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 to  Explain the grievances of U.M.A and T.H.A | | Discussing the grievances of UMA & THA  Asking and answering questions  Discussing the grievances of C.A.A  Making and taking notes | Resource persons  Realia  Textbooks  Maps  Handouts  Videos  Films  Pictures  Documents | Milestone in History and Government form III page 100-101  Milestone Teachers guide 52-53  Golden tips page 165  High Flyer page 89-90  Evolving world History and Government page 97-99  Gateway 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 to  Explain the grievances of C.A.A | | Asking and answering questions  Illustrations  Demonstrations  Making and taking of notes  Class discussions | Resource persons  Photographs  Documents  Students books  Teachers guide  Maps  Pictures  Films  Videos  Scrolls  Realia | Milestone in History and Government form III page 101-102  Milestone Teachers guide 51-53  Golden tips page 165  High Flyer page 90  Evolving world History and Government page 98  Gateway 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 to  Trace the origins of the independence churches and schools | | Illustrations  Making and taking of notes  Class discussions  Asking and answering of questions  Discussing the origin of the independent churches and schools | Resource persons  Students book  Teachers guide  Pictures  Maps  Charts  Scrolls  Realia  Video  Films | Milestone in History and Government form III page 102-103  Milestone Teachers guide 51-54  Golden tips page 166  High Flyer page 90  Evolving world History and Government page 100  Gateway 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 schools  Explaining the major independent churches in Kenya and their characteristics | Resource person  Students book  Teachers guide  documents | Milestone in History and Government form III page 103-104  Milestone Teachers guide 51-54  Golden tips page 166  High Flyer page 90  Evolving world History and Government page 101  Gateway 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 to  Explain the demands made by trade union in colonial Kenya | | Discussing the demands made by Trade union in colonial Kenya  Illustrating  Demonstrations  Making and taking notes  Asking and answering questions | Maps  Pictures  Charts  Realia  Teachers guide  Handouts  Resource person  Photographs  Students book | Milestone in History and Government form III page 103-104  Milestone Teachers guide 51-54  Golden tips page 166  High Flyer page 90  Evolving world History and Government page 101  Gateway 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 to  Explain 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 independence  Asking and answering questions  Demonstrating  Note taking  Illustrations | Students book  Resource person  Handouts  Realia  Videos  Films  Photographs | Milestone in History and Government form III page 105-106  Milestone Teachers guide 51-54  Golden tips page 171  High Flyer page 93  Evolving world History and Government page 101  Gateway 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 to  Explain contribution of trade union movements in the struggle for independence | | Explain the contribution of the trade union movements in the struggle for independence  Asking and answering questions  Demonstration  Note taking | Students book  Resource person  Photographs  Pictures  Videos  Films  Charts  Maps  Realia  Handouts  Videos | Milestone in History and Government form III page 105-106  Milestone Teachers guide 51-54  Golden tips page 171  High Flyer page 93  Evolving world History and Government page 122  Gateway paper 1 page 62 | |  |
|  | 1. 4 | | Political Developments and the struggle for independence in Kenya (1919-1963 | Political organizations and movements in Kenya after 1945  Factors that contributed to the formation of political movements after 1945 | By the end of the lesson, the learner should be able to  Explain the political organization and movements in Kenya after 1945  Explain the factors that contributed to the formation of political movements after 1945 | | Discussing the political organizations and movements in Kenya after 1945  Explaining the factors that contributed to the formations of political movements after 1945 | Students book  Teachers guide  Photographs  Pictures  Charts  Realia  Documents  Newspaper cuttings | Milestone in History and Government form III page 107-108  Milestone Teachers guide 51-54  Golden tips page 163  High Flyer page 87  Evolving world History and Government page 90-91  Gateway 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 study  The objectives and demands of K.A.U | By the end of the lesson, the learner should be able to  Explain demands of K.A.U  Discuss the objectives and demands of K.A.U  Describe K.A.S.U | | Discussions  Explanations  Note taking  Asking and answering questions  illustrations | pictures  students book  teachers Guide  Realia  Resource person  Charts  Maps | Milestone in History and Government form III page 108-110  Milestone Teachers guide 51-54  Golden tips page 169  High Flyer page 94  Evolving world History and Government page 90-91  Gateway 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 to  Explain the causes of Mau Mau war  Describe the courses of the Mau Mau war | | Discussions  Explanations  Describing  Note taking  Asking and answering questions | Teachers guide  Videos  Pictures  Documents  Resource person  Realia  Handouts  Charts  Maps | Milestone in History and Government form III page 110-112  Milestone Teachers guide 51-54  Golden tips page 168  High Flyer page 94  Evolving world History and Government page 110  Gateway paper 1 page 60 | |  |
|  | 1. 4 | | Political Developments and the struggle for independence in Kenya (1919-1963 | The results of Mau Mau war  The Kenya National African (KANU) and Kenya African Democratic Union (KADU) | By the end of the lesson, the learner should be able to  Explain the results of the Mau Mau wars  Discuss the origin and activities of KANU and KADU  Discuss the origin and activities of KANU and KADU | | Discussions  Explanations  Note taking  Asking and answering questions  illustrations | resource person  documents  pictures  Charts  Maps  Newspaper cuttings  Students book  Teachers guide | Milestone in History and Government form III page 112-116  Milestone Teachers guide 51-54  Golden tips page 168  High Flyer page 96  Evolving world History and Government page 115  Gateway 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 to  Explain the origin and activities of A.P.P | | Discussions  Explanations  Illustrations  Asking and answering questions | Students book  Teachers guide  Resource person  Documents  Handouts  Realia  Videos  pictures | Milestone in History and Government form III page 116  Milestone Teachers guide 51-54  Golden tips page 169-170  High Flyer page 95  Evolving world History and Government page 118  Gateway 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 to  Explain the role of women in the struggle for independence | | Discussions  Illustrations  Note taking  Asking and answering questions | Students book  Teachers guide  Resource person  Documents  Handouts  Realia  Videos  Pictures  Newspaper cuttings | Milestone in History and Government form III page 117-119  Milestone Teachers guide 51-54  Golden tips page 171  High Flyer page 96-97  Evolving world History and Government page 123  Gateway paper 1 page 63 | |  |
|  | 1. 3 | | Political Developments and the struggle for independence in Kenya (1919-1963 | Constitutional changes leading to independence  The African representatives in the Legco | By the end of the lesson, the learner should be able to  Explain the constitutional changes leading to independence i.e African representatives in the Legco | | Discussions  Asking and answering questions  Note taking  explanations | students book  teachers guide  documents  Resource person  Videos  Handouts  Newspaper cutting  Revision papers | Milestone in History and Government form III page 119  Milestone Teachers guide 51-54  Golden tips page 172  High Flyer page 97  Evolving world History and Government page 123  Gateway paper 1 page 63-64 | |  |
|  | 1. 4 | | Political Developments and the struggle for independence in Kenya (1919-1963 | The Littleton Constitution  Reforms that resulted from the Lyttelton constitution | By the end of the lesson, the learner should be able to  Explain the reforms that resulted from Lyttelton Constitution | | Discussions  Explanations  Illustrations  Asking and answering questions  Note taking | Pictures  Charts  Videos  Resource person  Teachers guide  Students book | Milestone in History and Government form III page 120-121  Milestone Teachers guide 51-55  Golden tips page 173  High Flyer page 173  Evolving world History and Government page 127  Gateway paper 1 page 63-64 | |  |
| 1. 9 | 1. 1 | | Political Developments and the struggle for independence in Kenya (1919-1963 | Constitutional changes  The Lennox-Boyd constitution | By the end of the lesson, the learner should be able to  Explain the results of the lennox-Boyd constitution | | Discussing the results of Lennox-Boyd constitution  Note taking  Answering and asking questions | Students book  Documents  Resource person  Teachers guide  Photographs  Handouts  Videos  Pictures  Charts  maps | Milestone in History and Government form III page 121  Milestone Teachers guide 51-55  Golden tips page 173  High Flyer page 97  Evolving 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 to  Explain the first and second Lancaster House conference and the results | | Discussing the First Lancaster House Conference of 1960 and its results  Explaining the 2nd Lancaster House Conference | Documents  Resource persons  Photographs  Videos  Pictures  Handouts  Students book | Milestone in History and Government form III page 121-123  Milestone Teachers guide 51-55  Golden tips page 173  High Flyer page 97  Evolving world History and Government page 129 | |  |
|  | 1. 4 | | The Rise of African Nationalism | Introduction  Factors that have favoured rise and development of African nationalism | By the end of the lesson, the learner should be able to  Discuss the factors that favored the rise and development of African Nationalism | | Discussing the factors that favored the rise and development of African Nationalism | Students book  Photographs  Resource person  Handouts  Charts  Videos  Pictures | Milestone in History and Government form III page 125-126  Milestone Teachers guide 56-58  Golden tips page 173  High Flyer page 98-99  Evolving world History and Government page 133-135  Gateway 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 to  Discuss the factors that strengthened the development of African Nationalism | | Discussing the factors that have strengthened nationalism  Note taking  Asking and answering questions | Videos  Maps  Charts  Maps  Realia  Documents  Photographs  Teachers guide  Students book | Milestone in History and Government form III page 126-127  Milestone Teachers guide 56-58  Golden tips page 133  High Flyer page 98-99  Evolving world History and Government page 133  Gateway paper 2 page 86-87 | |  |
|  | 1. 2 | | The rise of African Nationalism | Nationalism in Ghana  The background to the development of African Nationalism in Ghana | By the end of the lesson, the learner should be able to  Explain the background to the development of Nationalism in Ghana | | Explaining the background to the development of nationalism in Ghana  Class discussions  Asking and answering questions | Teachers guide  Videos  Pictures  Charts  Realia  Students book  Photographs | Milestone in History and Government form III page 127-129  Milestone Teachers guide 56-58  Golden tips page 175  High Flyer page 99  Evolving world History and Government page 135-136  Gateway 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 to  Explain the factors that favoured growth of African nationalism in Ghana | | Discussing the factors that favored the growth of African Nationalism in Ghana  Charts  Discussions  Note taking | Maps  Realia  Maps  Charts  Videos  Teachers guide  Students book  Photographs | Milestone in History and Government form III page 129  Milestone Teachers guide 56-58  Golden tips page 175  High Flyer page 99  Evolving world History and Government page 136-137  Gateway 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 to  Discuss the role of Kwame Nkurumah in the Nationalist Activities of Ghana | | Explaining the role of Kwame Nkurumah in the nationalist activities in Ghana  Class discussions  Asking and answering questions  Note taking | Students book  Films  Videos  Textbooks  Teachers guide  Photographs  Teachers guide | Milestone in History and Government form III page 129  Milestone Teachers guide 56-58  Golden tips page 175-176  High Flyer page 99  Evolving world History and Government page 137-138  Gateway paper 2 page 87-88 | |  |
| 1. 11 | 1. 1 | | The Rise of African Nationalism | Nationalism in Mozambique  The background to nationalism in Mozambique | By the end of the lesson, the learner should be ableto  Explain the background to African Nationalism in mozambique | | Discussing the background to African Nationalism  Asking and answering questions  Taking and making notes | Pictures  Realia  Maps  Photographs  Resource person  Students book | Milestone in History and Government form III page 129-130  Milestone Teachers guide 56-58  Golden tips page 176-177  High Flyer page 100  Evolving world History and Government page 139  Gateway 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 to  Identify 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 Mozambique  Asking and answering questions  Note taking | Students book  Photographs  Resource persons  Maps  Charts  Realia  Handouts  Pictures  Textbooks | Milestone in History and Government form III page 130  Milestone Teachers guide 88-89  Golden tips page 176-177  High Flyer page 100  Evolving world History and Government page 140  Gateway 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 to  Explain the contribution of Eduardo Mondlane and Samora Machel in Mozambique’s Nationalism | | Discussing the contribution of Eduardo Mondlane and Samora Machel in Mozambiques Nationalism  Asking and answering questions  Note taking | Students book  Resource person  Photographs  Maps  Realia  Handouts  Pictures  Textbooks  Handouts  Pictures | Milestone in History and Government form III page 131-133  Milestone Teachers guide 56-58  Golden tips page 176-177  High Flyer page 100-101  Evolving world History and Government page 140-143  Gateway paper 2 page 89 | |  |
|  | 1. 4 | | The rise of Nationalism | Nationalism in South Africa  Background and Development of African Nationalism in south Africa | By the end of the lesson, the learner should be able to  Discuss the background and development of African Nationalism in South Africa | | Discussing African Nationalism in south Africa i.e the background and development  Asking and answering questions  Note taking | Photographs  Students book  Documents  Pictures  Charts  Maps  Videos  Films  Teachers guide | Milestone in History and Government form III page 133-134  Milestone Teachers guide 56-58  Golden tips page 178  High Flyer page 101-102  Evolving world History and Government page 143  Gateway paper 2 page 89-90 | |  |
| 1. 12 | 1. 1 | | The Rise of African Nationalism | Nationalism in south Africa  The factors that favored the development of African Nationalism in South Africa | By the end of the lesson, the learner should be able to  Explain the factors that favored the developments of Nationalism in South Africa | | Discussions  Explanations  Asking and answering questions  Note taking | Photos  Students book  Resource person  Pictures  Revision materials | Milestone in History and Government form III page 133-135  Milestone Teachers guide 56-58  Golden tips page 178-179  High Flyer page 101-102  Evolving world History and Government page 144  Gateway 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 to  Explain the African Nationalist activities in South Africa | | Discussing the factors that favored African nationalist activities in South Africa  Note taking  Asking and answering questions | Photographs  Students book  Resource person  Pictures  Teachers guide  Realia  Handouts  Charts  Maps | Milestone in History and Government form III page 135-136  Milestone Teachers guide 56-58  Golden tips page 178-179  High Flyer page 102  Evolving world History and Government page 145-153  Gateway 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 to  explain 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 Africa  asking and answering questions | photographs  students book  resource person  pictures  handouts  Realia  Video  Pictures  Documents | Milestone in History and Government form III page 136-137  Milestone Teachers guide 56-58  Golden tips page 178  High Flyer page 102  Evolving world History and Government page 145  Gateway 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 to  Explain methods used by the African Nationalists to articulate their grievances | | Discussions of methods used  Asking and answering questions  Illustrations  Note taking | Photographs  Students book  Resource person  Realia  Handouts  Pictures  Documents  Videos | Milestone in History and Government form III page 138-140  Milestone Teachers guide 56-58  Golden tips page 179  High Flyer page 103  Evolving world History and Government page 152  Gateway 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 to  Explain the role of Mandela in the growth of Nationalism in south Africa | | Discussing role of Nelson Mandela in growth of nationalism in south Africa  Making and taking notes  Asking and answering questions | Photographs  Students book  Resource person  Films  Videos  Pictures  Charts  Maps  Handouts  Teachers guide | Milestone in History and Government form III page 142  Milestone Teachers guide 56-58  Golden tips page 179  High Flyer page 102  Evolving world History and Government page 150  Gateway paper 2 page 90 | |  |
| 1. 14 |  | | **END OF TERM EXAMINATIONS** | | | | | |  | |  |

**HISTORY SCHEMES OF WORK**

**FORM THREE 2016**

**TERM III**

**REFERENCES:**

KLB

The Evolving World

Milestone in History

Gateway

KLB

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 1892-1978  Early life of Jomo Kenyatta | By the end of the lesson, the learner should be able to  Explain early life of Jomo Kenyatta | Discussing the early life of Mzee Jomo Kenyatta in Kenya  Making and taking of notes  Asking and answering questions | Realia  Text books  Maps  Videos  Films  Resource person  Students book  Photographs | Milestone in History and Government form III page 145-146  Milestone Teachers guide 60  Golden tips page 181  High Flyer page 104  Evolving world History and Government page 155  Gateway 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 to  Explain Kenyatta’s contribution in struggle for independence | Explaining and discussing the contribution in the struggle for independence  Asking and answering questions  Making and taking of notes | Photographs  Realia  Handouts  Maps  Resource person  Students books  Films | Milestone in History and Government form III page 147  Milestone Teachers guide 60-61  Golden tips page 181-182  High Flyer page 104  Evolving world History and Government page 156-158  Gateway 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 to  Explain the achievements of Kenyatta in post-independent Kenya | Explaining Kenyatta’s Achievements in Post independent Kenya  Asking and answering questions  Note taking | Pictures  Realia  Videos  Maps  Films  Text books  Resource person  Photograph  Students book | Milestone in History and Government form III page 148  Milestone Teachers guide 60-61  Golden tips page 182  High Flyer page 105  Evolving world History and Government page 156-158  Gateway 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 to  Explain the early life of Tom Mboya | Discussing the early life of Tom Mboya  Asking and answering questions  Making and taking of notes  Class discussions | Photographs  Students book  Resource person  Films  Videos  Pictures  Text book  Scrolls  Realia  Handouts | Milestone in History and Government form III page 149  Milestone Teachers guide 60-61  Golden tips page 182  High Flyer page 105  Evolving world History and Government page 160  Gateway 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 to  Explain role of Tom Mboya in unionism | Discussions on role of Mboya in trade  Asking and answering questions  Class discussions making and taking of notes  Note taking | Photographs  Student book  Class discussions  Handouts  Documents  Videos  Films  Pictures | Milestone in History and Government form III page 149-150  Milestone Teachers guide 60-61  Golden tips page 184  High Flyer page 107  Evolving world History and Government page 160-161  Gateway 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 to  Explain Tom Mboya’s contributions in the struggle for independence | Explaining the role of Mboya in the struggle for independence  Class discussions  Illustrations  Asking and answering questions  Note taking | Students book  Resource person  Text books  Handouts  Pictures  Videos  Films  photographs | Milestone in History and Government form III page 150-151  Milestone Teachers guide 60-61  Golden tips page 184  High Flyer page 107  Evolving world History and Government page 161-162  Gateway 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 to  Explain 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 fields  Asking and answering questions  Making and taking of notes | Photographs  Handouts  Realia  Videos  Films  Maps  Charts  Resource person | Milestone in History and Government form III page 152-153  Milestone Teachers guide 60-61  Golden tips page 184  High Flyer page 107  Evolving world History and Government page 162  Gateway paper 2 page 69-70 | |  |
| 1. 4 | 1. 1 | | The lives and contributions of Kenyan Leaders | Ronald Gideon Ngala  The early life of Ngala | By the end of the lesson, the learner should be able to  Explain the early life of Ngala | Explaining early life of Ngala  Asking and answering questions  Note taking | Photographs  Students book  Resource person  Realia  Handouts  pictures | Milestone in History and Government form III page 152-153  Milestone Teachers guide 60-61  Golden tips page 184  High Flyer page 108  Evolving world History and Government page 162  Gateway 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 to  Explain the contributions of Ronald in the struggle for independence | Discussing the contributions of Ronald Ngala in the struggle for independence  Asking and answering questions  Note taking  Explanations | Photographs  Students book  Resource person  Charts  Maps  Pictures  Realia  Pictures  Films  documents | Milestone in History and Government form III page 153-154  Milestone Teachers guide 60-61  Golden tips page 185  High Flyer page 108  Evolving world History and Government page 163-165  Gateway 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 to  Explain contributions of Ronald in the struggle for independence | Discussions  Explanations  Class discussions  Asking and answering questions  Making and taking of notes | Resource person  Text books  Handouts  Realia  Videos  Films  Textbooks  Pictures  Maps  chart | Milestone in History and Government form III page 154  Milestone Teachers guide 60-61  Golden tips page 185  High Flyer page 108  Evolving world History and Government page 163-164  Gateway paper 2 page 71 | |  |
| 1. 5 | 1. 1 | | The lives and contributions of Kenyan leaders | Jaramogi Oginga Odinga  Early life of Oginga Odinga | By the end of the lesson, the learner should be able to  Explain the early life of Jaramogi Oginga Odinga | Discussions  Explanations  Demonstrations  Asking and answering questions  Note taking | Photographs  Students books  Resource person  Videos  Films  Pictures  Maps  Charts  Teachers guide | Milestone in History and Government form III page 155-156  Milestone Teachers guide 60-61  Golden tips page 185  High Flyer page 106  Evolving world History and Government page 165  Gateway 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 to  Explain the role of Jaramogi Oginga Odinga in the struggle for independence | Disusing the role of Jaramogi Oginga Odinga in the struggle for independence  Drawings  Note taking | Photographs  Resource person  Realia  Handouts  Pictures  Maps  charts | Milestone in History and Government form III page 158  Milestone Teachers guide 60-61  Golden tips page 183  High Flyer page 107  Evolving world History and Government page 166  Gateway 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 to  Explain role of Oginga Odinga in the birth of Multi-patriotism | Class discussions  Asking and answering questions  Explaining roles of Oginga in birth of multi-patriotism | Photographs  Students book  Resource person  Maps  Charts  Realia  Handouts  Text books  Pictures | Milestone in History and Government form III page 158-159  Milestone Teachers guide 60-61  Golden tips page 183  High Flyer page 107  Evolving world History and Government page 169  Gateway paper 2 page 73 | |  |
| 1. 6 | 1. 1 | | The lives and contributions of Kenyan leaders | Daniel Arap Moi  Early Life | By the end of the lesson, the learner should be able to  Explain the early life of Daniel Arap Moi | Describing the early life of Moi  Explanations  Illustrations  Asking and answering questions  Note taking  Class discussions | Photographs  Students book  Resource person  Realia  Handouts  Films  Pictures  Newspaper cuttings  documents | Milestone in History and Government form III page 159-160  Milestone Teachers guide 60-61  Golden tips page 73-74  High Flyer page 105  Evolving world History and Government page 170  Gateway 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 to  Explain role of Moi in struggle for independence | Discussing the role of Moi in the struggle for independence  Explanation  Asking and answering questions  Making and taking notes  Class discussions | Photographs  Resource person  Pictures  Student book  Videos  Newspaper cuttings  Documents  handouts | Milestone in History and Government form III page 160-161  Milestone Teachers guide 60-61  Golden tips page 182  High Flyer page 105  Evolving world History and Government page 170  Gateway 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 to  Explain the contributions and achievement of Daniel Arap Moi in post independent in Kenya | Explanation  Discussing the contributions and achievement of Daniel Arap Moi in post independent Kenya  Note taking  Asking and answering questions | Photographs  Students book  Resource person  Realia  Handouts  Textbooks  Documents  Scrolls  Newspaper cuttings  Revision books  Charts  Maps | Milestone in History and Government form III page 161-162  Milestone Teachers guide 60-61  Golden tips page 182  High Flyer page 105  Evolving world History and Government page 172  Gateway paper 2 page 74-75 | |  |
| 1. 7 | 1. 1 | | The formation structure and functions of the government of Kenya | Electoral process  Stages of Electoral process  Dissolution of parliament  Registration of voters | By the end of the lesson the learner should be able to  Describe 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 nominations  Note taking  Asking and answering questins | Photographs  Students book  Resource person  Realia  Teachers guide  Handouts  Videos  Films | Milestone in History and Government form III page 163-164  Milestone Teachers guide 63-65  Golden tips page 186  High Flyer page 109  Evolving world History and Government page 174  Gateway paper 2 page 76 | |  |
|  | 1. 2 | | The formation structure and functions of the government of Kenya | Nominations  Qualifications for nominations  A president  A parliamentary candidate  A civic candidate | By the end of the lesson, the learner should be able to  Explain qualification for nominations of  A president  A parliamentary candidate and civic candidate | Discussing qualifications for nominations of a president, a parliamentary and civic candidate in Kenya  Explanations  Note taking | Photographs  Students book  Resource person  Videos  Realia  Teachers guide  Videos  Films  Videos  Handouts  Pictures  Newspaper cuttings | Milestone in History and Government form III page 165-166  Milestone Teachers guide 63-65  Golden tips page 186  High Flyer page 109  Evolving world History and Government page 174  Gateway paper 2 page 76-77 | |  |
|  | 1. 3 | | The formation structure and functions of the government of Kenya | Electoral process  Presentation of nomination papers  Campaigns  polling | By the end of the lesson, the learner should be able to  explain 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 Kenya  Explanations  asking and answering questions  Note taking | photographs  students book  Resource person  Handouts  Realia  Pictures  Videos  Films  Documents | Milestone in History and Government form III page 166-168  Milestone Teachers guide 63-65  Golden tips page 186-188  High Flyer page 109  Evolving world History and Government page 174-177  Gateway paper 2 page 78 | |  |
|  | 1. 4 | | The formation structure and functions of the government of Kenya | Circumstances that can lead to a by election  The importance of election  Functions of electro commission of Kenya | By the end of the lesson, the learner should be able to  Explain the circumstances that can lead to a by-election  Importance of elections and the functions of the electro commission of Kenya | Discussions  Explanations  Note taking  Asking and answering questions | Videos  Resource person  Videos  Documents  Handouts  Pictures | Milestone in History and Government form III page 168-170  Milestone Teachers guide 63-65  Golden tips page 187  High Flyer page 109  Evolving world History and Government page 177  Gateway paper 2 page 77-79 | |  |
| 1. 8 | 1. 1 | | The formation structure and functions of the government of Kenya | The formation of government  The process of formations of a government | By the end of the lesson, the learner should be able to  Explain process of formation of a government | Explanations  Listening to resource person  Asking and answering questions | Photographs  Students book  Resource person  Realia  Handouts  Videos  Documents  Newspaper cuttings  Revision books | Milestone in History and Government form III page 170-171  Milestone Teachers guide 63-65  Golden tips page 188  High Flyer page 110  Evolving world History and Government page 179  Gateway paper 2 page 79 | |  |
|  | 1. 2 | | The formation structure and functions of the government of Kenya | The structure and functions of the Government of Kenya  Legislature  The composition  The functions of legislature | By the end of the lesson, the learner should be able to  Describe the structure and function of the legislature | Description  Explanations  Listening to resource person  Asking and answering questions | Photographs  Students book  Resource person  Handouts  Realia  Newspaper cuttings  Revision books | Milestone in History and Government form III page 171-174  Milestone Teachers guide 63-65  Golden tips page 188  High Flyer page 110  Evolving world History and Government page 180  Gateway 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 to  Explain the process of making law | Explanations  Note making and taking  Asking and answering questions | Photographs  Students book  Resource person  Handouts  Realia  Videos | Milestone in History and Government form III page 174-175  Milestone Teachers guide 63-65  Golden tips page 188-189  High Flyer page 117  Evolving world History and Government page 185  Gateway 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 to  Explain the parliamentary supremacy | Note taking  Demonstrations  Illustrations  Explanations  Asking and answering questions | Students book  Resource person  Realia  Handouts  Documents  Newspaper cuttings  Constitution  Picture | Milestone in History and Government form III page 174-175  Milestone Teachers guide 63-65  Golden tips page 189  High Flyer page 118  Evolving world History and Government page 185  Gateway paper 2 page 79-80 | |  |
| 1. 9 | 1. 1 | | The formation structure and functions of the government of Kenya | The executive  The powers and functions of the president | By the end of the lesson, the learner should be able to  Explain the power and functions of president | Explanations  Descriptions  Discussions  Asking and answering questions  Note taking | Resource person  Realia  Handouts  Documents  Constitution  Revision text books  Charts  Maps  Photographs  Students book | Milestone in History and Government form III page 175-176  Milestone Teachers guide 63-65  Golden tips page 189  High Flyer page 110  Evolving world History and Government page 189  Gateway 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 to  Explain composition and function of the cabinet | Explaining composition of cabinet  Asking and answering questions  Making and taking notes | Documents  Realia  Constitution  Videos  Pictures  Charts  Resource person  Student book  photograph | Milestone in History and Government form III page 177  Milestone Teachers guide 63-65  Golden tips page 190  High Flyer page 111  Evolving world History and Government page 192  Gateway 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 to  Explain the composition and functions of the cabinet | Explanations  Discussions  Asking and answering questions  Making and taking of notes | Resource person  Constitution  Realia  Handouts  Pictures  Videos  Constitution of Kenya  Charts  Maps | Milestone in History and Government form III page 178-180  Milestone Teachers guide 63-65  Golden tips page 190  High Flyer page 112  Evolving world History and Government page 193  Gateway 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 to  Explain parliamentary supremacy | Explanations  Asking and answering questions  Note taking | Resource person  Photographs  Students books  Resource person  Constitution of Kenya  Handouts  Videos  Charts  Maps | Milestone in History and Government form III page 175  Milestone Teachers guide 63-65  Golden tips page 189  High Flyer page 118  Evolving world History and Government page 187  Gateway paper 2 page 81 | |  |
| 1. 10 | 1. 1 | | The formation structure and functions of the government of Kenya | The executive  The powers and functions of the president | By the end of the lesson, the learner should be able to  Explain the powers and functions of the president | Explanations  Discussions  descriptions | photographs  students book  Resource person  Handouts  Realia  Constitution of Kenya  Videos  Pictures  Charts | Milestone in History and Government form III page 175-176  Milestone Teachers guide 63-65  Golden tips page 189  High Flyer page 110  Evolving world History and Government page 189  Gateway 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 to  Explain composition and functions of cabinet | Explaining the composition and functions of the cabinet  Illustrations  Asking and answering questions | Resource person  Pictures  Constitution of Kenya  Charts  Videos  photographs | Milestone in History and Government form III page 177  Milestone Teachers guide 63-65  Golden tips page 190  High Flyer page 111  Evolving world History and Government page 192  Gateway paper 2 page 82-84 | |  |
| 1. 11 | 1. 1 | | The formation structure and functions of the government of Kenya | The Armed forces  Composition of armed forces  Functions of the armed forces | By the end of the lesson, the learner should be able to  Explain the composition and the functions of the armed forces | Explanations  Asking and answering of questions  Note taking | Photographs  Students book  Resource person  Handouts  Realia  Pictures  Constitution of Kenya  Revision book | Milestone in History and Government form III page 182-183  Milestone Teachers guide 63-65  Golden tips page 190  High Flyer page 113  Evolving world History and Government page 191-192  Gateway paper 2 page 82-84 | |  |
|  | 1. 2 | | The formation structure and functions of the government of Kenya | The Police  The composition of police force | By the end of the lesson, the learner should be able to  List the compositions of the police force | Identifying the police force  Asking and answering questions  Note taking | Resource person  Handouts  Realia  Pictures  Newspaper cuttings  Constitution of Kenya  photographs | Milestone in History and Government form III page 184  Milestone Teachers guide 63-65  Golden tips page 192  High Flyer page 114  Evolving world History and Government page 199  Gateway 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 to  Explain the functions of the police force  Explain the challenges facing the police force | Discussing the functions of the police force  Note taking  Asking and answering of questions | Photographs  Students book  Resource person  Documents  Videos  Pictures  Constitution of Kenya  Handouts  Newspaper cuttings | Milestone in History and Government form III page 184  Milestone Teachers guide 63-66  Golden tips page 192  High Flyer page 114  Evolving world History and Government page 199-200  Gateway paper page 85 | |  |
|  | 1. 4 | | The formation structure and functions of the government of Kenya | The prisons department  Functions  challenges | By the end of the lesson, the learner should be able to  explain the functions of prisons and challenges facing the prisons department | Explanations  Discussions  Note taking  Asking and answering questions | Photographs  Documents  Resource person  Handouts  Newspaper cuttings  Constitution of Kenya  Charts | Milestone in History and Government form III page 184-185  Milestone Teachers guide 63-66  Golden tips page 193  High Flyer page 115  Evolving world History and Government page 202-204  Gateway paper page 85-86 | |  |
| 1. 12 |  | | **END OF YEAR EXAMINATIONS** | | | | | | |  |