**HISTORY SCHEMES OF WORK**

**FORM FOUR 2016**

**TERM I**

**REFERENCES:**

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

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

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-4 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 2 | 1 | The formation structure and functions of the government of Kenya | The challenges facing the police departments | By the end of the lesson, the learner should be able toExplain the challenges facing the police department | ExplainingDiscussionsIllustrationsDemonstratingNote takingAsking and answering questions | Students bookTeachers guideResource personDocumentsChartsMapsHandoutsRealia | Milestone in History and Government form III page 184-185Milestone Teachers guide 63-66Golden tips page 192High Flyer page 114Evolving world History and Government page 200-201Gateway paper page 86 |  |
|  | 2 | The formation structure and functions of the government of Kenya | The JudiciaryThe functions of the Chief JusticeThe functions of the attorney General | By the end of the lesson, the learner should be able toExplain the functions of Chief Justice and the Attorney General | DiscussionsIllustrationsNote takingAsking and answering questionsExplaining  | PicturesStudents bookResource personDocumentsRealiaHandoutsVideosNewspaper cuttings | Milestone in History and Government form III page 188-190Milestone Teachers guide 63-66Golden tips page 194High Flyer page 119Evolving world History and Government page 204-208Gateway paper page 86 |  |
|  | 3 | The formation structure and functions of the government of Kenya | The structure and functions of the Court system in KenyaThe court of appeal | By the end of the lesson, the learner should be able toExplain the functions of the court Appeal and the High court | Explaining the functionsDiscussionsAsking and answering questionsNote taking | PicturesChartsDocumentsResource personStudent bookTeachers guide | Milestone in History and Government form III page 190-193Milestone Teachers guide 63-66Golden tips page 194High Flyer page 120Evolving world History and Government page 200-211Gateway paper page 88 |  |
|  | 4 | The formation structure and functions of the government of Kenya | The functions of the Chief Magistrate’s courtThe resident magistrates courtThe district magistrate’s court | By the end of the lesson, the learner should be able toExplain the functions of the Chief Magistrate’s court, the resident magistrates, the district magistrates Court | Discussing functionsExplanationsAsking and answering questionsNote taking  | Students bookResource personChartsDocumentsPhotographsTeachers guide | Milestone in History and Government form III page 193-194Milestone Teachers guide 63-66Golden tips page 195High Flyer page 121Evolving world History and Government page 212-211Gateway paper page 88-89 |  |
| 3 | 1 | The formation structure and functions of the government of Kenya | The functions of The Kadhis courtThe court martialIndustrial courtSpecial tribunal  | By the end of the lesson, the learner should be able toExplain the functions of Kadhi’s court, the court martial, industrial court and special tribunals | DiscussionsExplanationsAsking and answering questionsNote taking | Students bookTeachers guideResource personChartsPicturesRealiaDocuments  | Milestone in History and Government form III page 194-195Milestone Teachers guide 63-66Golden tips page 195High Flyer page 121-122Evolving world History and Government page 213-217Gateway paper page 88-89 |  |
|  | 2 | The formation structure and functions of the government of Kenya | The development of the JudiciaryThe rule of lawThe concept of National Justice | By the end of the lesson, the learner should be able toAnalyze the independence of the judiciary and the concept of rule of law and national Justice | DiscussionsExplanationsIllustrationsNote takingAsking and answering questions | Students bookResource personPicturesRealiaHandoutsDocumentsTeachers guidecharts | Milestone in History and Government form III page 195-197Milestone Teachers guide 64-66Golden tips page 195High Flyer page 122-123Evolving world History and Government page 217-221Gateway paper page 88-89 |  |
| 4 | 1 | World Wars | The first world war (1914-1918)Causes of the first world war | By the end of the lesson, the learner should be able toExplain the causes of the first world war | Discussing the causes of the first world warAsking and answering questions | MapsPhotographsStudents bookResource persons | Milestone in History and Government form IV page 1-7Milestone Teachers guide 29-30High Flyer series page 125Evolving world History and Government page 1-7Gateway paper 2 page 92Explore, Students book 4 page 1-10Golden tips pages 197 |  |
|  | 2-3 | World wars | The cause of the warThe western frontEastern frontThe war at seaThe peace treaties | By the end of the lesson, the learner should be able toDescribe the course of the first world war in the western front, Eastern Front , at sea and the peace treaties entered into | Discussing the course of the war on the Eastern and western fronts, wars at the sea and the peace treaties entered into | ChartsMapsResource personsStudents bookPhotographs | Milestone in History and Government form IV page 7-14Milestone Teachers guide 29-31High Flyer series page 126-127Evolving world History and Government page 1-7Gateway paper 2 page 92-94Explore, Students book 4 page 11-19Golden tips pages 197-198 |  |
|  | 4 | World Wars | Results of the first world war | By the end of the lesson, the learner should be able toExplain the reasons for the formation of league of NationsDescribe the covenant and organization of the league of Nations | Discussing the results of the first world warAsking and answering of questions | PhotographsStudents bookMapsdocuments | Milestone in History and Government form IV page 14-16Milestone Teachers guide 29-31High Flyer series page 127-128Evolving world History and Government page 16-17Gateway paper 2 page 94-95Explore, Students book 4 page 19-22Golden tips pages 198 |  |
| 5 | 1 | World Wars | The League of nationsFormationThe covenant of the league Organization of the league | By the end of the lesson, the learner should be able toExplain the reasons for the formation of League of NationsDescribe the covenant and organizations of the league of nations | Discussing the formation, covenant and organization of the league of nationsAsking and answering of questions | PhotosMapsStudents bookChartsdocuments | Milestone in History and Government form IV page 16-18Milestone Teachers guide 29-31High Flyer series page 127-128Evolving world History and Government page 17-20Gateway paper 2 page 95Explore, Students book 4 page 23-27Golden tips pages 198-199 |  |
|  | 2 | World wars | Performance of the league of nationsThe failures of the leagues of Nations | By the end of the lesson, the learner should be able toAnalyse the performance of the league of NationsAnalyse the failures of the league of Nations | Discussing the performance and failures of the league of NationsAsking and answering questions | MapsPhotographsDocumentsStudent book | Milestone in History and Government form IV page 18-20Milestone Teachers guide 29-31High Flyer series page 128-129Evolving world History and Government page 20-23Gateway paper 2 page 95-96Explore History, Students book 4 page 27-31Golden tips pages 199-200 |  |
|  | 3-4 | World wars | The second world warThe causes of the second world war | By the end of the lesson, the learner should be able toExplain the cause of the second world war | Discussing the causes of the second world warAsking and answering of questions | MapsPhotographsFilmsVideosStudents book | Milestone in History and Government form IV page 18-20Milestone Teachers guide 29-31High Flyer series page 128-129Evolving world History and Government page 23-27Gateway paper 2 page 95-96Explore History, Students book 4 page 27-31Golden tips pages 200 |  |
| 6 | 1 | World Wars | The course of the second world warInvasion of Denmark and NorwayThe fall of France | By the end of the lesson, the learner should be able toDescribe the cause of the second world war i.e invasion of Denmark and Norway and fall of France | Discussing the cause of the second world war i.e invasion of Denmark and Norway and the fall of France | MapsPhotographsStudents bookFilms  | Milestone in History and Government form IV page 26-28Milestone Teachers guide 29-31High Flyer series page 129Evolving world History and Government page 27-30Gateway paper 2 page 97Explore History, Students book 4 page 35-37Golden tips pages 200 |  |
|  | 2 | World wars | The battle of BritainWar in the BalkansWar in North Africa | By the end of the lesson, the learner should be able to Describe the course of the second world war i.e the battle of Britain war in the Balkans and North Africa | Explaining the battle of Britain and North AfricaDescribing war in BalkansAsking and answering questions | MapsPhotographsFilmsVideos  | Milestone in History and Government form IV page 28-30Milestone Teachers guide 29-31High Flyer series page 129Evolving world History and Government page 31-32Gateway paper 2 page 97-98Explore History, Students book 4 page 37-38Golden tips pages 200 |  |
|  | 3 | World Wars | The invasion of the USSR operations (Barbarossa)The defeat of GermanyThe Nazi rule in Europe | By the end of the lesson, the learner should be able toDiscuss the invasion of USSRExplain the defeat of GermanyDescribe the Nazi rule in Europe | Discussing the invasion of USSR and factors leading to German’s defeatDiscussing the Nazi rule in Europe | MapsPhotographsFilmsVideoStudents book | Milestone in History and Government form IV page 30-31Milestone Teachers guide 29-31High Flyer series page 130Evolving world History and Government page 32-33Gateway paper 2 page 98Explore History, Students book 4 page 39-40Golden tips pages 200 |  |
|  | 4 | World Wars | War with JapanEffects of the second world war | By the end of the lesson, the learner should be able toDiscuss war with JapanExplain the results of the second world war | Discussing war with japanExplaining effects of second world warAsking and answering questions | MapsVideosStudents bookCharts  | Milestone in History and Government form IV page 32-35Milestone Teachers guide 29-31High Flyer series page 130-131Evolving world History and Government page 33-37Gateway paper 2 page 98-100Explore History, Students book 4 page 41-43Golden tips pages 201 |  |
| 7 | 1 | International Relations | International organizationsThe united nations organization (UNO)FormationThe UNO charterThe UNO membership | By the end of the lesson, the learner should be able toExplain the reasons for the formation of the United NationsExplain the UN charter and its membership | Discussing the formation and membership of the UNExplaining the UN charter and its membershipAsking and answering of questions | PhotographsChartsStudents book | Milestone in History and Government form IV page 37-40Milestone Teachers guide 33-34High Flyer series page 131Evolving world History and Government page 39-44Gateway paper 2 page 101Explore History, Students book 4 page 44-47Golden tips pages 202-203 |  |
|  | 2 | International Relations | The objectives of the UNOrganization of the UN | By the end of the lesson, the learner should be able toExplain the organization of the UNExplain the objectives of the UN | Explaining the objectives and the organizations of the UNAsking and answering of questions | PhotographsMapsStudents book | Milestone in History and Government form IV page 40-43Milestone Teachers guide 33-34High Flyer series page 131-132Evolving world History and Government page 39-44Gateway paper 2 page 101-102Explore History, Students book 4 page 47-54Golden tips pages 203 |  |
| 8 | 3 | International Relations | The performance of the UN | By the end of the lesson, the learner should be able toExplain the performance of the UN | Discussing the performance of the UNAsking and answering of questions | MapsPhotographsFilmsStudents book | Milestone in History and Government form IV page 43-45Milestone Teachers guide 33-35High Flyer series page 132-133Evolving world History and Government page 50-55Gateway paper 2 page 102-103Explore History, Students book 4 page 54-56Golden tips pages 204 |  |
|  | 4 | International Relations | The challenges that the UN faces | By the end of the lesson, the learner should be able toExplain the challenges that the UN faces | Explain the challenges facing theUNAsking and answering of questions | MapsPhotographsFilmsStudents book  | Milestone in History and Government form IV page 45-46Milestone Teachers guide 33-35High Flyer series page 133Evolving world History and Government page 55-56Gateway paper 2 page 102-103Explore History, Students book 4 page 56-57Golden tips pages 204 |  |
| 9 | 1 | International Relations | The commonwealthFormationsMembership and their characteristics | By the end of the lesson, the learner should be able toExplain the formation of the commonwealthExplain the membership of the commonwealthDescribe the characteristics of member states | Explaining the formation and membership of commonwealthDiscussing the characteristics of member states of the commonwealth | MapsPhotographsFilmsStudents book | Milestone in History and Government form IV page 46-48Milestone Teachers guide 33-35High Flyer series page 133-134Evolving world History and Government page 56-60Gateway paper 2 page 104-105Explore History, Students book 4 page 58-60Golden tips pages 204-205 |  |
|  | 2 | International Relations | The functions of the commonwealthChallenges that the commonwealth faces | By the end of the lesson, the learner should be able toExplain the functions of the commonwealthExplain the challenges commonwealth faces | Explaining the functions and challenges of the commonwealth | MapsPhotographsFilmsStudents book | Milestone in History and Government form IV page 48-49Milestone Teachers guide 33-35High Flyer series page 134Evolving world History and Government page 56-60Gateway paper 2 page 104-105Explore History, Students book 4 page 60-62Golden tips pages 204-205 |  |
|  | 3 | International Relations | Non-Aligned movementThe formationReasons for the formation | By the end of the lesson, the learner should be able toExplain the formation of non-aligned movement giving reasons for its formation | The reasons for the formation of Non-aligned movement | MapsPhotographsFilmsStudents book | Milestone in History and Government form IV page 49-51Milestone Teachers guide 33-35High Flyer series page 136-137Evolving world History and Government page 62-70Gateway paper 2 page 106-107Explore History, Students book 4 page 64-68Golden tips pages 205-206 |  |
|  | 4 | International Relations | The performance of the Non-aligned movementThe challenges of the Non-Aligned movement | By the end of the lesson, the learner should be able toExplain the performance of the Non-Aligned movementDescribe the challenges facing the non-Aligned movement | Discussing the Performance of the non-Aligned movementDescribe the challenges facing the Non-Aligned movements | MapsPhotographsFilmsStudents book | Milestone in History and Government form IV page 51-52Milestone Teachers guide 33-35High Flyer series page 137-138Evolving world History and Government page 70-74Gateway paper 2 page 106-107Explore History, Students book 4 page 68-69Golden tips pages 206 |  |
| 10 | 1 | International Relations | The cold warCauses of cold warCharacteristics of cold war | By the end of the lesson, the learner should be able toExplain the causes of the cold warExplain the characteristics of cold war | Discussing the cold warExplaining the causes and characteristics of the cold war | PhotographsMapsStudents bookTeachers guide | Milestone in History and Government form IV page 52-54Milestone Teachers guide 33-35High Flyer series page 134-135Evolving world History and Government page 74-79Gateway paper 2 page 107-109Explore History, Students book 4 page 70-71Golden tips pages 206-207 |  |
|  | 2-3 | International Relations | The steps that USA took to strengthen ties with Allies | By the end of the lesson, the learner should be able toExplain the steps that USA took to strengthen ties with allies | Discussing and explaining the steps the USA took in order to strengthen ties with allied nationsAsking and answering of questions | PhotographsMapsStudents bookTeachers guide | Milestone in History and Government form IV page 54Milestone Teachers guide 33-35High Flyer series page 135Evolving world History and Government page 79-84Gateway paper 2 page 109Explore History, Students book 4 page 72Golden tips pages 207 |  |
|  | 4 | International Relations | Steps taken by USA to strengthen ties with Allies | By the end of the lesson, the learner should be able toExplain the steps that USSR took to strengthen ties with Allies | Discussing and explaining the steps taken by USSR to strengthen ties with allied nationsAsking and answering of questions | PhotographsMapsStudents book teachers guide  | Milestone in History and Government form IV page 55Milestone Teachers guide 33-35High Flyer series page 135Evolving world History and Government page 81-82Gateway paper 2 page 109-110Explore History, Students book 4 page 75Golden tips pages 207 |  |
| 11 | 1 | International Relations | The causes of the cold warWar in Vietnam and Cuba | By the end of the lesson, the learner should be able toExplain the causes of the cold war in Vietnam and Cuba | Discussing and explaining the causes of cold war in Vietnam and Cuba | PhotographsMapsStudent bookTeachers guide | Milestone in History and Government form IV page 55-56Milestone Teachers guide 33-35High Flyer series page Evolving world History and Government page 83Gateway paper 2 page 109-110Explore History, Students book 4 page 73-74Golden tips pages 207 |  |
|  | 2 | International Relations | War in Europe and Angola | By the end of the lesson, the learner should be able toExplain the course of cold war in Europe and Angola | Discussing the case of cold war in Europe and AngolaAsking and answering of questions | PhotographsMapsStudents bookTeachers guide | Milestone in History and Government form IV page 56-57Milestone Teachers guide 33-35High Flyer series page 136Evolving world History and Government page 83Gateway paper 2 page 135Explore History, Students book 4 page 76-Golden tips pages 207 |  |
|  | 3 | International Relations | Decline of the cold war | By the end of the lesson, the learner should be able toExplain the main events that led to the decline and end of the Cold war | Explaining the main events that led to the decline and the end of the cold warAsking and answering of questions | PhotographsMapsStudents bookTeachers guide | Milestone in History and Government form IV page 57-58Milestone Teachers guide 33-35High Flyer series page 136Evolving world History and Government page 83Gateway paper 2 page 111Explore History, Students book 4 page 76-79Golden tips pages 207-208 |  |
|  | 4 | International Relations | Effects of the cold war | By the end of the lesson, the learner should be able toExplain the effects of cold war | Discussing the effects of cold warAsking and answering of questions | PhotographsChartsStudents bookGateway revision paper 2 | Milestone in History and Government form IV page 58-59Milestone Teachers guide 33-35High Flyer series page 136Evolving world History and Government page 83-85Gateway paper 2 page 111Explore History, Students book 4 page 79-80Golden tips pages 208 |  |
| 12 | 1 | Co-operation in Africa | Pan-AfricanismThe origin of Pan-AfricanismAims of Pan-AfricanismDevelopment of Pan-Africanism | By the end of the lesson, the learner should be able toExplain the origin and aims of Pan-AfricanismDiscuss the development of Pan-Africanism | Explaining the meaning of co-operation in AfricaDiscussing the origin of Pan-AfricanismExplaining the aims and development of Pan-AfricanismAsking and answering of questions | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 60-62Milestone Teachers guide 37-38High Flyer series page 138-139Evolving world History and Government page 86-92Gateway paper 2 page 112-114Explore History, Students book 4 page 81-82Golden tips pages 209 |  |
|  | 2-3 | Co-operation in Africa | Pan-Africanism after 1945The south pan-African conference (1945)The Africa pan-African conference (1958) | By the end of the lesson, the learner should be able toExplain the activities of Pan-Africanism after 1945 i.e the sixth and Accra Pan-African Conference | Explaining the activities of Pan-Africanism after 1945 i.e the sixth pan-African conference and Accra Pan-African Conference (1958)  | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 62-64Milestone Teachers guide 37-38High Flyer series page 139-140Evolving world History and Government page 92-94Gateway paper 2 page 114Explore History, Students book 4 page 83Golden tips pages 210 |  |
|  | 4 | Co-operation in Africa | Addis Ababa pan-African Conference (1960-1963)The performance of Pan-Africanism | By the end of the lesson, the learner should be able toExplain the activities of Pan-Africanism after 1945Discuss the performance of pan-Africanism | Explaining the activities of Pan-Africanism after 1945Discussing the performance of Pan-Africanism | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 64Milestone Teachers guide 37-38High Flyer series page 140Evolving world History and Government page 95-98Gateway paper 2 page 114Explore History, Students book 4 page 83-84Golden tips pages 210 |  |
| 13 | 1 | Co-operation in Africa | Organization of African Unity OAUFormation of OAUObjectives of OAU | By the end of the lesson, the learner should be able toExplain the formation of OAUDescribe its membership and objectives | Explaining formation of OAUDiscussing its membership and objectivesAsking and answering of questions | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 64-67Milestone Teachers guide 37-38High Flyer series page 140Evolving world History and Government page 98-100Gateway paper 2 page 114-115Explore History, Students book 4 page 85-87Golden tips pages 210-211 |  |
|  | 2 | Co-operation in Africa | Structure of OAUPerformance of OAUChallenges facing OAU | By the end of the lesson, the learner should be able toDescribe the structure and performance of OAUExplain the challenges facing the OAU | Discussing the structure and performance of OAUExplaining the challenges facing OAUAsking and answering of Questions | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 67-70Milestone Teachers guide 37-38High Flyer series page 140Evolving world History and Government page 101-104Gateway paper 2 page 115-116Explore History, Students book 4 page 87-88Golden tips pages 211-212 |  |
|  | 3 | Co-operation in Africa | The African UnionFormation of African UnionObjectives of the African UnionThe Structure of African Union | By the end of the lesson, the learner should be able toExplain the formation, objectives and the structure of the African Union | Explaining formation and objectives of African UnionDiscussing the structure of the African Union | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 70-72Milestone Teachers guide 37-38High Flyer series page 141-142Evolving world History and Government page 104-109Gateway paper 2 page 116-118Explore History, Students book 4 page 88-93Golden tips pages 212-213 |  |
|  | 4 | Co-operation in Africa | The east African Community (EAC)The formation of the EACThe objectives of the EACThe organizations of the EAC | By the end of the lesson, the learner should be able to(a)e explain the formation, objectives and the organization of the EAC | Discussing the formation of EACExplaining the objectives and organization of the East African Community | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 72-74Milestone Teachers guide 37-39High Flyer series page 143-144Evolving world History and Government page 109-109Gateway paper 2 page 118-112Explore History, Students book 4 page 94-95Golden tips pages 214 |  |
| 14 | 1 | Co-operation in Africa | The challenges facing the EAC | By the end of the lesson, the learner should be able toExplain the challenges facing the EAC up to 1977 | Discussing and explaining the EAC up to 1977 | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 74-76Milestone Teachers guide 37-39High Flyer series page 144Evolving world History and Government page 112-113Gateway paper 2 page 119-120Explore History, Students book 4 page 95-96Golden tips pages 214 |  |
|  | 2 | Co-operation in Africa | The rebirth of EAC in 2001FormationObjectives of EACPrinciples of EAC after rebirth | By the end of the lesson, the learner should be able toExplain the rebirth and objectives of EACDescribe the principles of EAC after rebirth | Explaining the rebirth and objectives of EACDescribing the principles of EAC after rebirth | PhotographsChartsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 76Milestone Teachers guide 37-39High Flyer series page143- 144Evolving world History and Government page 113-115Gateway paper 2 page 120Explore History, Students book 4 page 96-99Golden tips pages 214-215 |  |
|  | 3 | Co-operation in Africa | Organization of EACPerformanceChallenges facing EAC | By the end of the lesson, the learner should be able toExplain the organization, challenges and performance of EAC | Discussing the organization of EAC, its challenges and performance | PhotographsChartsStudents bookGateway revision paper 2 | Milestone in History and Government form IV page 77-78Milestone Teachers guide 37-39High Flyer series page144Evolving world History and Government page 115-117Gateway paper 2 page 120-121Explore History, Students book 4 page 99-101Golden tips pages 215 |  |
|  | 4 | Co-operation in Africa | ECOWASFormation of ECOWASAims of its formationOrganizations of ECOWAS | By the end of the lesson ,the learner should be able toExplain the formation, objectives and organization of ECOWAS | Explaining the formation of ECOWASDiscussing the aims of ECOWASExplaining the organization of ECOWAS | MapsChartsPhotographsStudents book | Milestone in History and Government form IV page 78-79Milestone Teachers guide 37-39High Flyer series page145Evolving world History and Government page 115-117Gateway paper 2 page 121-122Explore History, Students book 4 page 102-104 /  |  |

**HISTORY SCHEMES OF WORK**

**FORM FOUR 2016**

**TERM II**

**REFERENCES:**

1. KLB
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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1 | Co-operation in Africa | Performance of ECOWASChallenges facing ECOWAS | By the end of the lesson, the learner should be able toDiscuss the performance of ECOWASExplain the challenges facing ECOWAS | Discussing the performance of ECOWASExplaining the challenges facing ECOWAS | Charts photographsStudents bookGateway Revision paper 2 | Milestone in History and Government form IV page 79-80Milestone Teachers guide 37-39High Flyer series page145Evolving world History and Government page 118-120Gateway paper 2 page 123Explore History, Students book 4 page 104-106Golden tips pages 216 |  |
|  | 2 | Co-operation in Africa | COMESAFormation of COMESA The organization of COMESAFunctions of COMESA | By the end of the lesson, the learner should be able toExplain the formation and organization of COMESAState the functions of COMESA | Discussing the formation of COMESAExplaining the organization of COMESAStating its functions | MapsCharts Photographs Students bookGateway revision paper 2 | Milestone in History and Government form IV page 80-83Milestone Teachers guide 37-39High Flyer series page145-146Evolving world History and Government page 120-124Gateway paper 2 page 123Explore History, Students book 4 page 107-108Golden tips pages 217 |  |
|  | 3 | Co-operation in Africa | Performance of COMESAAchievements of COMESAChallenges of COMESA | By the end of the lesson, the learner should be able toExplain the performance, achievements and challenges facing COMESA | Explaining the performance of COMESAExplaining the achievements of COMESADiscussing the challenges facing COMESA | PhotographsStudents bookGateway RevisionCharts  | Milestone in History and Government form IV page 83Milestone Teachers guide 37-39High Flyer series page147Evolving world History and Government page 124-127Gateway paper 2 page 124Explore History, Students book 4 page 109-110Golden tips pages 218-219 |  |
|  | 4 | National Philosophies (Kenya | African socialismOrigin of African SocialismDevelopment of African socialismThe aims and principles of African socialism | By the end of the lesson, the learner should be able toExplain the origin of socialismExplain the development, aims and principles of African Socialism | Explaining the origin of African socialismDiscussing the development, aims and principles of African Socialism | PhotographsStudents bookGateway Revision paper 2charts | Milestone in History and Government form IV page 85-86Milestone Teachers guide High Flyer series page147-148Evolving world History and Government page 128-132Gateway paper page 92-94Explore History, Students book 4 page 111-115Golden tips pages 220 |  |
| 2 | 1 | National Philosophies (Kenya | Harambee PhilosophyThe origin of Harambee philosophyThe development of Harambee philosophy | By the end of the lesson, the learner should be able toExplain the origin and development of Harambee philosophy | Explaining the origin and development of Harambee philosophy | Students bookGateway revision paper 1Photographs  | Milestone in History and Government form IV page 86-87Milestone Teachers guide 41-42High Flyer series page 148-149Evolving world History and Government page 133-136Gateway paper 1page 94-95Explore History, Students book 4 page 116-1159Golden tips pages 220 |  |
|  | 2 | National Philosophies (Kenya | Nyayo PhilosophyOrigin of Nyayo PhilosophyDevelopment of the Nyayo Philosophy | By the end of the lesson, the learner should be able toExplain the origin and the development of the Nyayo Philosophy | Explaining the origin and development of the Nyayo Philosophy | Students bookGateway revision paper 1Photographs  | Milestone in History and Government form IV page 87Milestone Teachers guide 41-42High Flyer series page 149Evolving world History and Government page 136-139Gateway paper 1page 94-95Explore History, Students book 4 page 120-124Golden tips pages 221 |  |
|  | 3 | National Philosophies (Kenya | The impact of National PhilosophiesAfrican socialismHarambee and Nyayo philosophies | By the end of the lesson, the learner should be able to Explain the impact of National Philosophies | Discussing the impact of National philosophiesAsking and answering of questions | PhotographsStudents book | Milestone in History and Government form IV page 88-90Milestone Teachers guide 41-42High Flyer series page 149Evolving world History and Government page 139-141Gateway paper 1page 96Explore History, Students book 4 page 125-126Golden tips pages 222 |  |
|  | 4 | National Philosophies (Kenya | The impact of National Philosophies African socialismHarambee Nyayo Philosophies | By the end of the lesson, the learner should be able toExplain the impact of National Philosophies | Discussing the impact of National PhilosophiesAsking and answering questions | PhotographsStudents book | Milestone in History and Government form IV page 88-90Milestone Teachers guide 41-42High Flyer series page 149-150Evolving world History and Government page 139-141Gateway paper 1page 96Explore History, Students book 4 page 127-128Golden tips pages 222 |  |
| 3 | 1-2 | Social Economic and political Development and challenges in Kenya since independence | Political development from 1963-1991 | By the end of the lesson, the learner should be able toExplain the political development from 1963-1991 in Kenya | Explaining the political developments in Kenya from 1963-1991Asking and answering questionsNote taking | PicturesStudents bookResource personRealiaHandoutsTeachers guidedocuments | Milestone in History and Government form IV page 91-98Milestone Teachers guide 44-45High Flyer series page 150Evolving world History and Government page 142-143Gateway paper 1page 98Explore History, Students book 4 page 129-131Golden tips pages 222 |  |
|  | 3 | Social Economic and political Development and challenges in Kenya since independence | Political assassination between 1965-1990Multiparty democracy in KenyaChallenge of multiparty democracy | By the end of the lesson, the learner should be able toDiscuss political assassination between 1965-1990Explain the status of multiparty politics after independenceExplain challenges of multiparty democracy | Discussing political assassination between 1965-1990ExplanationsIllustrationsAsking and answering questions | Students bookTeachers guideRealiaDocumentsResource personPicturesNewspaper cuttings | Milestone in History and Government form IV page 93-94Milestone Teachers guide 44-45High Flyer series page 150Evolving world History and Government page 143-148Gateway paper 1page 102Explore History, Students book 4 page 130Golden tips pages 222 |  |
|  | 4 | Social Economic and political Development and challenges in Kenya since independence | Multiparty democracy in Kenya | By the end of the lesson, the learner should be able toExplain the origin and growth of multiparty politics in Kenya after 1990 | ExplanationsDiscussionsIllustrationsAsking and answering questionsNote taking | Newspaper cuttingsHandoutsDocumentsPhotographsStudents bookResource personRealia | Milestone in History and Government form IV page 98-101Milestone Teachers guide 44-45High Flyer series page 151Evolving world History and Government page 148-151Gateway paper 1page 101-103Explore History, Students book 4 page 132-133Golden tips pages 222 |  |
| 4 | 1 | Social Economic and political Development and challenges in Kenya since independence | Challenges of Multiparty democracy in Kenya | By the end of the lesson, the learner should be able toExplain the challenges facing multiparty elections and democracy in Kenya | DiscussionsExplanationsAsking and answering questionsNote taking | DocumentsRealiaHandoutsNewspaper cuttingsResource personChartsVideos | Milestone in History and Government form IV page 101Milestone Teachers guide 44-45High Flyer series page 151Evolving world History and Government page 151-152Gateway paper 1page 103Explore History, Students book 4 page 136-137Golden tips pages 222 |  |
|  | 2 | Social Economic and political Development and challenges in Kenya since independence | The role of Political organization or parties in government and nations building | By the end of the lesson, the learner should be able toExplain the role of political parties I the government and nation building | ExplanationDiscussionsAsking and answering questionsNote taking | ChartsVideosDocumentsResource personsHandoutsRealiaNewspaper cuttings | Milestone in History and Government form IV page 102Milestone Teachers guide 44-45High Flyer series page 151Evolving world History and Government page 151-152Gateway paper 1page 103Explore History, Students book 4 page 136-137Golden tips pages 222 |  |
|  | 3 | Social Economic and political Development and challenges in Kenya since independence | Economic development and challengesLand policies | By the end of the lesson, the learner should be able toExplain the land policies and land use re nations that developed after independence | DiscussingExplainingIllustrationsAsking and answering questionsNote taking | Students bookTeachers guideResource personsChartsPicturesRealiaDocuments  | Milestone in History and Government form IV page 102-106Milestone Teachers guide 44-45High Flyer series page 152Evolving world History and Government page 154Gateway paper 1page 105-106Explore History, Students book 4 page 139 |  |
|  | 4 | Social Economic and political Development and challenges in Kenya since independence | Economic development and challengesLand policies | By the end of the lesson, the learner should be able toExplain the policies and land use reforms that developed after independence | Explaining land policiesDiscussionsAsking and answering questionsNote taking | Student bookResource personChartsRealiaDocumentsMapsTeachers guide | Milestone in History and Government form IV page 102-106Milestone Teachers guide 44-45High Flyer series page 152Evolving world History and Government page 154-155Gateway paper 1page 105-106Explore History, Students book 4 page 139-141 |  |
| 5 | 1-2 | Social Economic and political Development and challenges in Kenya since independence | Economic developments and challenges of land politics on land | By the end of the lesson, the learner should be able toExplain the challenges of land policies on landExplain the challenges facing land policiesState benefits of land reforms to Kenya | ExplanationsDiscussionsAsking and answering questionsNote takingIllustrations  | Students bookDocumentsPicturesHandoutsResource persondocuments | Milestone in History and Government form IV page 106-108Milestone Teachers guide 44-45High Flyer series page 152-153Evolving world History and Government page 154-155Gateway paper 1page 105-106Explore History, Students book 4 page 139-141 |  |
|  | 3 | Social Economic and political Development and challenges in Kenya since independence | IndustryDevelopments in industry | By the end of the lesson, the learner should be able toExplain the role of industries in national developments | Discussing the role of industry in national development | PicturesChartsResource personRealiaHandoutsdocuments | Milestone in History and Government form IV page 108Milestone Teachers guide 44-45High Flyer series page 153Evolving world History and Government page 157-158Gateway paper 1page 105-106Explore History, Students book 4 page 141-142 |  |
|  | 4 | Social Economic and political Development and challenges in Kenya since independence | Developments in Industry | By the end of the lesson, the learner should be able toExplain the industrial development ventures after independence | ExplanationsDiscussionsAsking and answering questionsNote taking | Students bookTeachers guideHandoutsResource personPicturesRealia | Milestone in History and Government form IV page 108Milestone Teachers guide 44-45High Flyer series page 153Evolving world History and Government page 157-160Gateway paper 1page 107-108Explore History, Students book 4 page 141-142 |  |
| 6 | 1-3 | Social Economic and political Development and challenges in Kenya since independence | Economic developmentsChallenges on IndustrySocial developments and challengesindustrialization | By the end of the lesson, the learner should be able toexplain the economic challenges Kenya faces on industryexplain the development in education since independence© Education Plus Agencies | explanationsEducationDiscussionsAsking and answering questionsNote taking | PhotographsResource personsPicturesChartsRealiaDocumentsTeachers guideStudents book | Milestone in History and Government form IV page 109-113Milestone Teachers guide 44-46High Flyer series page 153Evolving world History and Government page 161-166Gateway paper 1page 108-112Explore History, Students book 4 page 143-146 |  |
|  | 4 | Social Economic and political Development and challenges in Kenya since independence | Challenges in provision of education | By the end of the lesson, the learner should be able toExplain the challenges that Kenya has faced in the provision of education | DiscussionsExplanationsAsking and answering questionsNote taking | RealiaStudents bookTeachers guideHandoutsChartsPicturesMapsDocumentsNewspaper cuttings | Milestone in History and Government form IV page 113-115Milestone Teachers guide 44-46High Flyer series page 154-155Evolving world History and Government page 163Gateway paper 1page 112-113Explore History, Students book 4 page 145 |  |
| 7 | 1 | Social Economic and political Development and challenges in Kenya since independence | Social development and challengesHealth services | By the end of the lesson, the learner should be able toExplain the measures undertaken by the Government to improve health care services | DiscussionsExplanationsIllustrationsAsking and answering questionsNote taking | HandoutsStudents bookTeachers guideDocumentsNewspaper cuttingsRealiaResource person | Milestone in History and Government form IV page 115-117Milestone Teachers guide 44-46High Flyer series page 155Evolving world History and Government page 165-166Gateway paper 1page 113-114Explore History, Students book 4 page 145-146 |  |
|  | 2 | Social Economic and political Development and challenges in Kenya since independence | The challenges that faces the provision of health care services in Kenya | By the end of the lesson, the learner should be able toExplain the challenges Kenya faces in the provision of Health care services | DiscussionsExplanationsAsking and answering questionsDemonstrationIllustrationsNote taking | Students bookTeachers bookRealiaDocumentsHandoutsPicturesVideosResource persons | Milestone in History and Government form IV page 117-119Milestone Teachers guide 44-46High Flyer series page 155Evolving world History and Government page 166Gateway paper 1page 114-115Explore History, Students book 4 page 146 |  |
|  | 3 | Social Economic and political Development and challenges in Kenya since independence | Culture and sports | By the end of the lesson, the learner should be able toExplain the developments in culture and sports in since independence | DemonstrationIllustrationsDrawingAsking and answering questionsNote takingDiscussing  | Students bookTeachers guideRealiaDocumentsHandoutsPicturesVideosResource personNewspaper cuttings | Milestone in History and Government form IV page 119-122Milestone Teachers guide 44-46High Flyer series page 155-156Evolving world History and Government page 166-169Gateway paper 1page 115-117Explore History, Students book 4 page 146-148 |  |
|  | 4 | Social Economic and political Development and challenges in Kenya since independence | Challenges in culture and sports | By the end of the lesson, the learner should be able toExplain the challenges Kenya faces in culture and sports | DemonstratingIllustrationDrawing Asking and answering questionsNote takingdiscussion | Students bookTeachers guideRealiaVideosResource personNewspaper cuttingsHandouts | Milestone in History and Government form IV page 122-123Milestone Teachers guide 44-46High Flyer series page 155-156Evolving world History and Government page 166-169Gateway paper 1page 117-118Explore History, Students book 4 page 146-149 |  |
| 8 | 1 | Social Economic and political Development and challenges in Kenya since independence | Social, economic and political developments in DRCPolitical developmentsThe political situation in DRC at Independence | By the end of the lesson, the learner should be able toExplain the political situation in DRC at independence and the major political developments in DRC between 1960-1065 | DiscussionsExplanationsIllustrationsDemonstratingDrawingAsking and answering questionsNote taking | Students bookPicturesPhotographsMapsChartsDocumentsRealiaHandoutsVideosFilms | Milestone in History and Government form IV page 125-128Milestone Teachers guide 47-49High Flyer series page 155-156Evolving world History and Government page 172-175Gateway paper 1page 125-126Explore History, Students book 4 page 150-155 |  |
|  | 2 | Social economic and potential Development and the changes in Africa since Independence  | The contributions of Mobutu to the history of the DRC | By the end of the lesson, the learner should be able toExplain the contributions of Mobutu to the History of DRC i.e political and economics | DiscussionsExplanationsAsking and answering questionsMaking and taking notesIllustratingDemonstratingDrawing  | PicturesChartsStudents bookTeachers GuideMapsNews paper cuttings  | Milestone in History and Government form IV page 125-128Milestone Teachers guide 47-49High Flyer page 151Evolving world History and Government page Gateway paper1page 126Explore, Students book 4 page |  |
|  | 3 | Social, Economic and political Development and the changes in Africa since independence | The economic development in DRC between 1960-1994 | By the end of the lesson, the learner should be able toExplain the economic development in DRC between 1960-1994 | ExplanationsDiscussionsIllustratingMaking and taking notes | PicturesChartsRealiaChartsMapsTeachers guideTeachers bookReal objectsNewspaper cuttings | Milestone in History and Government form IV page 129-131Milestone Teachers guide 47-49High Flyer page 157Evolving world History and Government page 176Gateway paper 2 page 126Explore, Students book 4 page 157-158 |  |
|  | 4 | Social, Economic and Political Development and changes in Africa since independence | Social development in DRC sicne independence | By the end of the lesson, the learner should be able toExplain the social development in DRC since independence  | DiscussingExplanationsIllustrationsAsking and answering questionsMaking and taking notesDrawing maps | PicturesChartsRealiaMapsTeachers guideReal objectsNewspaper cuttingsDocuments  | Milestone in History and Government form IV page 131Milestone Teachers guide 47-49High Flyer page 157-158Evolving world History and Government page 176-177Gateway paper 2 page 126-127Explore, Students book 4 page 156-157 |  |
| 9 | 1 | Social Economic and political Development and challenges in Africa since independence  | TanzaniaThe major political development in Tanzania between 1961-1985 | By the end of the lesson, the learner should be able toExplain the political development in Tanzania between 1961-1987 | DiscussionsExplanationsIllustrationsAsking and answering questions | ChartsStudents bookTeachers book/guideChartsMapsPicturesDocumentsNews paper cuttings | Milestone in History and Government form IV page 131-133Milestone Teachers guide 47-49High Flyer page 158Evolving world History and Government page 181-183Gateway paper 2 page 127Explore, Students book 4 page 159-160 |  |
|  | 2 | Social Economic and Political Developments and challenges in Africa since independence | The contributions of Mwalimu Julius Nyerere to the History of Tanzania | By the end of the lesson, the learner should be able toDefine Ujamaa and analyse the contribution of Mwalimu Julius Nyerere to the History of Tanzania | Defining meaning of UjamaaDiscussionExplanationsAsking and answering questionsNote taking  | ChartsStudents bookMapsNewspaper cuttingsTeachers guideRealiaPicturesphotographs | Milestone in History and Government form IV page 133Milestone Teachers guide 47-49High Flyer page 159Evolving world History and Government page 181-183Gateway paper 2 page 127Explore, Students book 4 page 159 |  |
|  | 3 | Social, Economic and political Development and challenges in Africa since independence | The economic development in Tanzania since independence | By the end of the lesson, the learner should be able toExplain the economic developments in Tanzania since independence  | DiscussionsExplanationsAsking and answering questionsNote taking | Students bookChartsMapsNewspaper cuttingsRealiaPicturesTeachers guideNewspaper cuttings  | Milestone in History and Government form IV page 135Milestone Teachers guide 47-49High Flyer page 158Evolving world History and Government page 183-184Gateway paper 2 page 127-128Explore, Students book 4 page 169 |  |
|  | 4 | Social, Economic and Political development and challenges in Africa since independence | Social development in Tanzania since independence | By the end of the lesson, the learner should be able Explain the social developments in Tanzania since independence  | ExplainingIllustrationsAsking and answering questionsMaking notes | Students bookTeachers guideChartsMapsNewspaper cuttingsRealiaTeachers guidedocuments | Milestone in History and Government form IV page 135-136Milestone Teachers guide 47-48High Flyer page 159Evolving world History and Government page 184-185Gateway paper 2 page 128Explore, Students book 4 page 160-161 |  |
| 10 | 1 | Social, Economic and political challenges in Africa since independence | Social, political and economic challenges in Africa since independence  | By the end of the lesson, the learner should be able toOutline the promises the African leader made to their people at independenceExplain the Political challenges in Africa since independence  | Identifying Outlining on boardExplainingDiscussionsIllustratingAsking and answering questionsNote taking  | PhotographsPicturesTeachers guideStudents bookMapsChartsNewspaperDocumentsChartsResource person | Milestone in History and Government form IV page 136-138Milestone Teachers guide 47-48High Flyer page 159Evolving world History and Government page 188-191Gateway paper 2 page 128-130Explore, Students book 4 page 162-167 |  |
|  | 2-4 | Local Authorities in Kenya | Economic challenges in Africa since independenceSocial challenges these people have experienced since independence | By the end of the lesson, the learner should be able toExplain the economic challenges in Africa since independence | DiscussingIllustrationExplainingNote takingAsking and answering questions | PhotographsMapsResource personNewspaperChartsDocuments Teachers guideStudents bookNewspaper cuttings | Milestone in History and Government form IV page 138-140Milestone Teachers guide 47-50High Flyer page 159Evolving world History and Government page 188-189Gateway paper 2 page 130-131Explore, Students book 4 page 162-165 |  |
| 11 | 1 | Local authorities in Kenya | Origin of the local authorities | By the end of the lesson, the learner should be able toExplain the origin of the local authoritiesExplain the meaning of the terms local authority | DiscussionsExplanationsIllustrationsAsking and answering questionsMaking and taking notes | MapsChartsNewspaper cuttingsResource personPicturesDocumentsphotographs | Milestone in History and Government form IV page 142Milestone Teachers guide 51-52High Flyer page 160Evolving world History and Government page 193-194Gateway paper 2 page 119Explore, Students book 4 page 168 |  |
|  | 2 | Local authorities in Kenya | The types of local authoritiesCity councilThe municipal council | By the end of the lesson, the learner should be able toDescribe the types of local authorities (the city council and municipal council | DiscussionsAsking and answering questionsTaking and making notesIllustrating  | PhotographsMapsChartsResource personsNewspapers PicturesDocumentsTeachers bookStudents book | Milestone in History and Government form IV page 142-143Milestone Teachers guide 51-52High Flyer page 160Evolving world History and Government page 194-196Gateway paper 2 page 119Explore, Students book 4 page 169 |  |
|  | 3 | Local authorities in Kenya | County councilTown councils | By the end of the lesson, the learner should be able toExplain the types of local authorities | DiscussingAsking and answering questionsTaking and making notes | PhotographsMapsResource personsNewspapers cuttingsResource personsRealiacharts | Milestone in History and Government form IV page 142Milestone Teachers guide 51-52High Flyer page 160-161Evolving world History and Government page 194-195Gateway paper 2 page 119Explore, Students book 4 page 167-168 |  |
|  | 4 | Local authorities in Kenya | The urban and area councils | By the end of the lesson, the learner should be able toDescribe the types of local authorities  | DiscussingIllustrationsAsking and answering questionsIllustratingQuestions and answers | RealiaChartsDocumentsTeachers guideStudents bookMapsResource personNewspaper cuttingsPersonal experience | Milestone in History and Government form IV page 142Milestone Teachers guide 51-52High Flyer page 160-161Evolving world History and Government page 194-195Gateway paper 2 page 119Explore, Students book 4 page 169 |  |
| 12 | 1 | Local authorities in Kenya | Functions of local authorities | By the end of the lesson, the learner should be able toExplain the functions of local authorities | DiscussionsAsking and answering questionsExplanationsTaking and making notes | PhotographsPicturesMapsResource personsNewspaper cuttingsDocumentsHandoutsRealiaTextbooksTeachers guide | Milestone in History and Government form IV page 143-144Milestone Teachers guide 51-52High Flyer page 161Evolving world History and Government page 195-196Gateway paper 2 page 119Explore, Students book 4 page 171-173 |  |
|  | 2 | Local authorities in Kenya | The sources of revenue for local authorities | By the end of the lesson, the learner should be able toDiscuss the sources of revenue for local authorities | DiscussionsExplanationsAsking and answering questionsNote taking | PhotographsMapsResource personsNewspaperPicturesCharts Newspaper Students bookDocumentsHandoutsRealia  | Milestone in History and Government form IV page 143Milestone Teachers guide 51-52High Flyer page 161Evolving world History and Government page 196Gateway paper 2 page 119-120Explore, Students book 4 page 174 |  |
|  | 3-4 | Local Authorities in Kenya | The relationship between local authorities and the central  | By the end of the lesson, the learner should be able toExplain the relationship between the local authorities and the central government | ExplanationsDiscussionsNote taking Asking and answering questionsIllustrations  | Students bookTeachers guideDocumentsHandoutsRealiaResource personsRealiaMapsNewspaper cuttingspictures | Milestone in History and Government form IV page 144-145Milestone Teachers guide 51-52High Flyer page 161Evolving world History and Government page 197-198Gateway paper 2 page 120Explore, Students book 4 page 173 |  |
| 13 | 1-2 | Local Authorities in Kenya | Challenges facing local authorities in Kenya | By the end of the lesson, the learner should be able toDiscuss the challenges facing local authorities in Kenya | DiscussionsIllustrationsDemonstrationsAsking and answering questionsNote taking | PhotographsPicturesMapsTextbooksResource personDocumentsHandoutsRealiaNews paper cuttings | Milestone in History and Government form IV page 145-146Milestone Teachers guide 51-52High Flyer page 161Evolving world History and Government page 197-198Gateway paper 2 page 120-121Explore, Students book 4 page 174-176 |  |
|  | 3 | Local authorities in Kenya | How some of the local authorities have tried to solve their problems | By the end of the lesson, the learner should be able toDiscuss how the authorities sole there problems | DiscussionsExplanationsIllustrationsMaking and taking notesAsking and answering questions | ChartsMapsPhotographsHandoutsNewspaperResource personText booksTeachers guide | Milestone in History and Government form IV page 51-52Milestone Teachers guide 51-52High Flyer page 162Evolving world History and Government page 199Gateway paper 2 page 120Explore, Students book 4 page 175 |  |
|  | 4 | Revision | Revision | By the end of the lesson, the learner should be able toGive correct answers to the oral questions asked by the teacher | Reading questionsDiscussionsWriting the answers | Resource personsDocumentsText booksPicturesChartsMapsTextbooksHandoutsRealia  | Revising booksMarking schemes |  |
| 14 | 1 | Government Revenue and expenditure in Kenya | National budgetDefinition of budgetExplanations, meaning of national budget | By the end of the lesson, the learner should be able toDefine the term budgetDiscuss the meaning of a national budget | Define the term budgetDiscussionsExplanationsAsking and answering questionsNote taking | Resource personDocumentsStudents bookTeachers guideNewspaper cuttings PicturesRealiahandouts | Milestone in History and Government form IV page 148-149Milestone Teachers guide 53-54High Flyer page 162Evolving world History and Government page 177-178Gateway paper 2 page 122Explore, Students book 4 page 201 |  |
|  | 2 | Government Revenue and Expenditure in Kenya | Reasons for the preparation of a national budget in Kenya | By the end of the lesson, the learner should be able toExplain the reasons for preparing a national budget in Kenya | ExplainingDiscussionsDrawingsAsking and answering questionsNote taking | Resource personDocumentsTeachers guideNewspaper cuttingsRealiaStudents bookPicturesdocuments | Milestone in History and Government form IV page 149Milestone Teachers guide 53-54High Flyer page 162Evolving world History and Government page 202Gateway paper 2 page 122Explore, Students book 4 page 178-179 |  |
|  | 3-4 | Government Revenue and Expenditure in Kenya | Sources of Government revenue in KenyaTaxesDirect taxesIndirect taxes | By the end of the lesson, the learner should be able toExplain how taxes are a source of government revenue through direct and indirect taxes | DiscussionsIllustrationsExplanationsMaking and taking notesAsking and answering questions | Students bookDocumentsHandoutsTeachers guideTextbooksPicturesRealiaDocumentsPersonal experienceRevision book | Milestone in History and Government form IV page 149-150Milestone Teachers guide 53-54High Flyer page 162Evolving world History and Government page 203-204Gateway paper 2 page 122Explore, Students book 4 page 180-181 |  |
| 15 |  | **MID YEAR EXAMINATIONS** |  |

**HISTORY SCHEMES OF WORK**

**FORM FOUR 2016**

**TERM III**

**REFERENCES:**

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1 | Government Revenue and expenditure in Kenya | Government borrowing from internal bodiesLoan Repayments | By the end of the lesson, the learner should be able toDiscuss government borrowing from internal bodies and loan repayment as a source of government revenue | ExplanationDiscussionsIllustrationsDrawingMapsMaking and taking notesAsking and answering questions | Resource personsTeachers guideRevision booksMapsRealiaHandoutsPicturesNewspaper cuttingsPicturesText books  | Milestone in History and Government form IV page 150-151Milestone Teachers guide 53-54High Flyer page 163-164Evolving world History and Government page 203-204Gateway paper 2 page 122Explore, Students book 4 page 180-181 |  |
|  | 2 | Government, Revenue and Expenditure in Kenya | Charges from provision of Government ServicesFeesForeign aidProfiles from Parastatals  | By the end of the lesson, the learner should be able todiscuss the following as source of government revenueforeign aid state the government characters in raising revenue | discussionsExplanationsIllustratingAsking and answering questions  | PicturesText booksRevision booksDocumentsChartsMapsRealiaNewspaper cuttingsResource personsVideos Pictures  | Milestone in History and Government form IV page 151Milestone Teachers guide 53-54High Flyer page 163Evolving world History and Government page 204Gateway paper 2 page 123Explore, Students book 4 page 180-181 |  |
|  | 3 | Government Revenue and expenditure in Kenya | Government expenditureCapital expenditure and revenue expenditure | By the end of the lesson, the learner should be able toDiscuss capital expenditure and revenue expenditure as types of government expenditure | DiscussionsIllustrationsExpendituresAsking and answering questionsNote taking | VideosPicturesResource personsHandoutsRealiaNewspaper cuttingsDocumentsTextbooksGateway RevisionChartsmaps | Milestone in History and Government form IV page 152Milestone Teachers guide 53-54High Flyer page 163Evolving world History and Government page 205-206Gateway paper 2 page 123 |  |
|  | 4 | Government Revenue and Expenditure in Kenya | Payments of subscriptionsExpenditure on emerging need saidAssistance to other countries or form of government expenditure | By the end of the lesson, the learner should be able toDiscuss payment of subscriptions, expenditure on emerging need said assistance to other countries as forms of government expenditure | DiscussionsExpenditureAsking and answering questionsNote takingDrawing maps | Resource personDocumentsTextbooksPicturesRevision bookText bookPicturesHandoutsRealiaPhotographs | Milestone in History and Government form IV page 152Milestone Teachers guide 53-54High Flyer page 163Evolving world History and Government page 205-206Gateway paper 2 page 123Explore, Students book 4 page 183 |  |
| 2 | 1 | Government Revenue and expenditure in Kenya | Control of Public FinanceNational budgetcommittees | By the end of the lesson, the learner should be able todescribe how the government controls public expenditures through the national budget and communities  | Describing IllustratingExplanationsAsking and answering questionsMaking and taking notes | Resource personDocumentsText booksPicturesRevision bookPhotographsRealiaHandoutsVideosTreatmentOwn collectionTeachers guide | Milestone in History and Government form IV page 152-153Milestone Teachers guide 53-54High Flyer page 163Evolving world History and Government page 207-209Gateway paper 2 page 123-124Explore, Students book 4 page 187-188 |  |
|  | 2 | Government Revenue and Expenditure in Kenya | Control of Public FinanceAuditing of public expenditureAnti-corruption unitsArid organizations | By the end of the lesson, the learner should be able toDescribe the control of public finance through auditing of public expenditure and anti-corruption in units and organizations | Describing ExplanationsMaking and taking of notesAsking and answering questions | Teachers guideVideosHandoutsTeachers own collectionRealiaStudents bookText bookRevision booksDocumentsPictures | Milestone in History and Government form IV page 154Milestone Teachers guide 53-54High Flyer page 163-164Evolving world History and Government page 207-208Gateway paper 2 page 123-124Explore, Students book 4 page 187-188 |  |
|  | 3 | Government Revenue and Expenditure in Kenya | Control of Public FinanceMinisterial internal auditControl of tendering office of the permanent secretary | By the end of the lesson, the learner should be able toExplain the control of public finance through ministerial internal audit units, control of tendering and office of the permanent secretary  | DiscussionsIllustratingAsking and answering questionsMaking and taking of notes | PhotosStudents bookVideosResource personsTeachers own connectionTeachers guideDocuments handoutsRealiaNewspaper cuttings | Milestone in History and Government form IV page 154-155Milestone Teachers guide 53-54High Flyer page 164Evolving world History and Government page 208Gateway paper 2 page 123-124Explore, Students book 4 page 187-188 |  |
|  | 4 | Government Revenue and Expenditure in Kenya | Revision of topics covered | By the end of the lesson, the learner should be able toAnswer questions asked on government expenditure and Revenue | Explaining the answersDiscussing the points raised by studentsAsking and answering of questions | Students bookGateway papersVideosTeachers own collectionRealiaText booksResource person | Gateway paper page 124Text booksQuestion paper |  |
| 3 | 1 | The Electoral process and functions of Government in other parts of the world | The United States of AmericaThe history of the united of America | By the end of the lesson, the learner should be able toExplain a brief history of the U.S.A and the birth of the federal systemExplain the functions of the government to citizensExplain the political features of political systems in U.S.A and Britain  | ExplanationsDiscussionsIllustrationsAsking and answering questionsDescribingMaking and taking notes | Resource personText booksStudents bookTeachers guideGateway Teachers own collectionHandouts  | Milestone in History and Government form IV page 155Milestone Teachers guide 56-57High Flyer page 164-165Evolving world History and Government page 207-208Gateway paper 2 page 133Explore, Students book 4 page 189 |  |
|  | 2 | The Electoral process and functions of Government in other parts of the world | The parts of National conventionThe electoral changeVoter registrationExplain the types of elections in Britain | By the end of the lesson, the learner should be able toExplain the electro process in the U.S.A i.e voters registration and nomination of candidates to the house representatives | ExplanationsDiscussionsIllustrationsAsking and answering questionsDescribingMaking and taking notes | Resource personText booksStudents bookTeachers guideGatewayTeachers own collectionHandouts  | Milestone in History and Government form IV page 156-158Milestone Teachers guide 56-57High Flyer page 165Evolving world History and Government page 207-208Gateway paper 2 page 133Explore, Students book 4 page 193-194 |  |
|  | 3 | The Electoral process and functions of Government in other parts of the world | The nature of campaigns in the Animation electro process | By the end of the lesson, the learner should be able toExplain the nature of campaigns in U.S.AExplain the types of elections in U.S.A and the qualifications for being a president | ExplanationsDiscussionsAsking and answering questionsMaking and taking notes | MapsChartsStudents bookTeachers guideVideosTeacher own collectionRealiaHandoutsResource persondocuments | Milestone in History and Government form IV page 158-160Milestone Teachers guide 56-57Evolving world History and Government page 211-212Gateway paper 2 page 133Explore, Students book 4 page 193-194 |  |
|  | 4 | The Electoral process and functions of Government in other parts of the world | Congressional electionsSelecting of candidates for congressional elections (Nominations | By the end of the lesson, the learner should be able toExplain the election of candidates to various primates in the U.S.AExplain the qualification for nomination of presidential candidates | ExplanationsDiscussionsAsking and answering questionsMaking and taking notes | MapsChartsStudents bookTeachers guideVideosTeachers collectionRealiaHandoutsResource persondocuments | Milestone in History and Government form IV page 160-161Milestone Teachers guide 56-57High Flyer page 165Evolving world History and Government page 211-212Gateway paper 2 page 131-136Explore, Students book 4 page 190-192 |  |
| 4 | 1 | The Electoral process and functions of Government in other parts of the world | Functions of the U.S.A governmentlegislation | By the end of the lesson, the learner should be able tostate the functions of the congressexplain the functions of the U.S.A government i.e the legislature | drawingsillustrationsasking and answering questionsmaking and taking notesillustrations | students bookteachers guidevideospicturesFilmsResource personDocuments Teachers own collectionPhotographsNewspaper cuttings | Milestone in History and Government form IV page 161-162Milestone Teachers guide 56-57High Flyer page 165Evolving world History and Government page 207-208Gateway paper 2 page 133Explore, Students book 4 page 193-194 |  |
|  | 2 | The electoral process and functions of Government in other parts of the world | The executiveFunctions of the Executive i.e the presidentLegislativeExecutiveJudicial and foreign affairsfunctions | By the end of the lesson, the learner should be able toexplain the functions of the executive i.e the president in U.S.AExplain the functions that are used to check the conduct of the U.S.A president | DiscussionsExplanationsIllustrationsDemonstratingAsking and answering questionsMaking and taking notes | Students bookTeachers guideResource personDocumentsHandoutsRealiaTeachers personal experienceNews paper cuttingsVideospictures | Milestone in History and Government form IV page 163-164Milestone Teachers guide 56-57High Flyer page 166Evolving world History and Government page 223-224Gateway paper 2 page 133Explore, Students book 4 page 198-200 |  |
|  | 3 | The Electoral process and functions of Government in other parts of the world | The vice presidentsFunctions of the cabinet Civic and public services | By the end of the lesson, the learner should be able toExplain the functions of the vice president, the cabinet and the civic and public service | DiscussionsExplanationsAsking and answering questionsMaking and taking notes | Students bookTeachers guideHandoutsVideosPicturesDocumentsNewspaper cuttingsPictures  | Milestone in History and Government form IV page 164-165Milestone Teachers guide 56-57High Flyer page 167Evolving world History and Government page 224Explore, Students book 4 page 199-200 |  |
|  | 4 | The Electoral process and functions of Government in other parts of the world | Functions of the Federal JudicialThe supreme course and its functionsThe federal court of appealThe federal district courtsState courtsSpecial federal courts | By the end of the lesson, the learner should be able toExplain the functions of the federal judicial systemExplain the merits and demerits of federal government | DiscussionsExplanationsIllustrationsAsking and answering questionsMaking and taking notes | Students bookVideosPhotographsResource peopleNewspaper cuttingsDocumentsHandoutsPicturesTeachers guideTeachers own collectionsMapsCharts  | Milestone in History and Government form IV page 165-167Milestone Teachers guide 56-57High Flyer page 167Evolving world History and Government page 224-225Gateway paper 2 page 137-139Explore, Students book 4 page 199-200 |  |
| 5 | 1-2 | The electoral process and functions of Government in other parts of the word | BritainThe electro process in Britain IntroductionGeneral electionsVoter registrationNomination of candidates | By the end of the lesson, the learner should be able toExplain the Historical background of BritainExplain the British parliamentary democracy and how voter registration and nomination of parliamentary candidate is done | DiscussionsExplanationsIllustrationsDescribingAsking and answering questionsMaking and taking notes | VideosPhotographsResource peopleTeachers guidePicturesDocumentsPhotographsNewspaper cuttings | Milestone in History and Government form IV page 167-170Milestone Teachers guide 56-57High Flyer page 168Evolving world History and Government page 210-211Gateway paper 2 page 138-140Explore, Students book 4 page 200-202 |  |
|  | 3 | The Electoral process and functions of Government in other parts of the world | Campaigns Polling Local electionsElectionsFunction of government in BritainFunctions of the monarchyFunctions of the executiveFunctions of the legislatureFunctions of the cabinet | By the end of the lesson, the learner should be able toExplain how camp rights and polling is done in BritainExplain the functions of the monarchy executive, prime minister and cabinet in Britain  | DiscussionsExplanationsIllustrationsDescribingAsking and answering questionsMaking and taking notes | Students bookTeachers guideRealiaResource personNewspaper cuttingsDocumentsPicturesVideos | Milestone in History and Government form IV page 170-174Milestone Teachers guide 56-58High Flyer page 168-169Evolving world History and Government page 211-214Gateway paper 1 page 140-142Explore, Students book 4 page 203-208 |  |
|  | 4 | The Electoral process and functions of Government in other parts of the world | Functions of civil serviceThe public boardsThe JudiciaryThe structure of the British court system, | By the end of the lesson, the learner should be able toExplain the functions of the civil service public board and the judiciaryDescribe the structure of the British court system | DiscussionsDescribing IllustrationsExplanationsTaking notesdemonstrating | students booknews paper cuttingsvideosPicturesTeachers guideHandoutsDocumentsRealiaRevision books | Milestone in History and Government form IV page 175-178Milestone Teachers guide 56-58High Flyer page 169-170Evolving world History and Government page 214-218Gateway paper 1 page 141-142Explore, Students book 4 page 205-208 |  |
| 6 | 1-2 | The Electoral process and functions of Government in other parts of the world | IndiaElectoral process in IndiaIntroductionConstituencies and reformation of seatsIndependence electro commissionDissolving of parliament and scheduling of electionsVoters registrations | By the end of the lesson, the learner should be able toProvide a back ground to the history of India | DiscussionsExplanationsDescribingIllustrating Asking and answering questionsMaking and taking notes | Students bookVideosPhotographsResource personDocumentsHandoutsNewspaper cuttingsTeachers guide | Milestone in History and Government form IV page 175-178Milestone Teachers guide 56-58High Flyer page 169-170Evolving world History and Government page 214-218Gateway paper 1 page 141-142Explore, Students book 4 page 205-208 |  |
|  | 3 | The electoral process and functions of Government in other parts of the world | NominationsCampaignspolling’s | By the end of the lesson, the learner should be able toexplain the electro process in India i.e nominationscampaigns and polling | discussionsExplanationsMaking and taking notesAsking and answering questions | Students bookVideosPhotographsResource personNewspaper cuttingsDocumentsCharts Handouts  | Milestone in History and Government form IV page 182-185Milestone Teachers guide 56-58High Flyer page 169-170Evolving world History and Government page 226-227Gateway paper 1 page 144Explore, Students book 4 page 210-213 |  |
|  | 4 | The electoral process and functions of Government in other parts of the world | Role of political parties in electionsSystem in elections | By the end of the lesson, the learner should be able toExplain the role of political parties in electionsDiscuss systems in elections in India | Explaining role of political parties in India and discussing the system in electionIllustratingAsking and answering questionsMaking and taking notes | HandoutsPicturesChartsMapsStudents bookTeachers guideRealiaVideos FilmsNewspaper cuttings | Milestone in History and Government form IV page 185-187Milestone Teachers guide 56-58High Flyer page 170Evolving world History and Government page 226Gateway paper 1 page 144Explore, Students book 4 page 214 |  |
| 7 | 1-2 | The Electoral process and functions of Government in other parts of the world | Functions of the Government in IndiaLegislatureThe Lok Sablia (Lower house)Rajya Satilia (upper house) | By the end of the lesson, the learner should be able toExplain the functions of government in India i.e Legislature | Discussing the functions of the government in IndiaExplanationAsking and answering questionsdemonstrations | students bookvideosphotographsresource peoplepicturesdocumentsRealiaPhotosTeachers guideNewspaper cuttings | Milestone in History and Government form IV page 187-192Milestone Teachers guide 58High Flyer page 171Evolving world History and Government page 227Gateway paper 1 page 144-146Explore, Students book 4 page 216-217 |  |
| **8** |  | **KCSE EXAMS** |  |