REPUBLIC OF KENYA
MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS
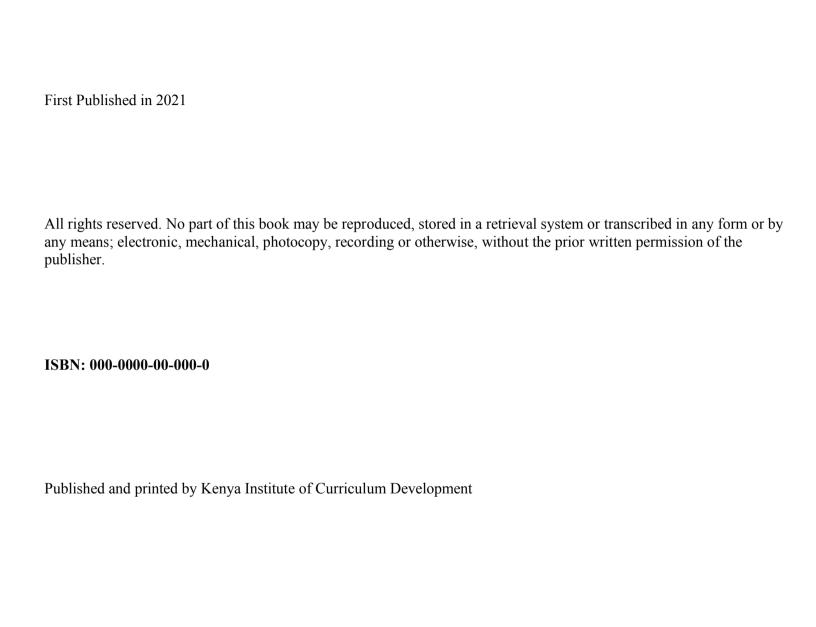
SUBJECT
SOCIAL STUDIES

GRADE 6

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

First Published in 2021

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the Competency Based Curriculum.

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. we assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

PROF. CHARLES O. ONG'ONDO
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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**

   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**

   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**

      Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**

      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**

      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**

   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. **Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self- disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. **Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. **Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	**40**

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By the end of Middle School, the learner should be able to:
1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
2) communicate effectively in diverse contexts,
3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
4) practise hygiene, appropriate sanitation and nutrition to promote health,
5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
9) manage pertinent and contemporary issues in society effectively.

SOCIAL STUDIES

Essence Statement

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

General Learning Outcomes

By the end of Upper Primary, the learner should be able to:

a) understand, use and manage the immediate environment for individual and national development,

b) recognise and understand the need for, and importance of interdependence of people and nations,

c) acquire competencies to analyse population issues to improve quality of life,

d) understand and respect own and other people's culture for sustainable social interactions,

e) respect and appreciate human diversity to promote social cohesion and integration,

f) understand and appreciate human rights and civic responsibility for attainment of social justice,

g) apply acquired competencies in solving environmental challenges for sustainable development,

h) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,

i) understand the system of governance in Kenya and be willing to participate in its processes.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Natural And the Built Environments	**1.1 Position and Size of Countries in Eastern Africa** **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) Name the countries of Eastern Africa. b) Describe the position and size of countries in Eastern Africa. c) Use latitudes and longitudes to locate places on a map. d) Support the unity of Eastern African countries.	Learners are guided to: • Brainstorm in pairs, identify countries in Eastern Africa, and share in class. • Locate in groups, the position of countries in Eastern Africa using an atlas/appropriate media. • Use digital devices to establish the sizes in square kilometres of countries in Eastern Africa. • Draw, colour and display the map of Eastern Africa in class. • Play games in groups on position and sizes of countries in Eastern Africa. • Brainstorm in groups on the difference between latitudes and longitudes. • In pairs, identify latitudes and longitudes of Eastern Africa using appropriate media.	1. How would we describe the position of countries in Eastern Africa? 2. How do we locate places on a map?

			• Draw latitudes and longitudes on a sketch map of Eastern Africa. • Practise locating places on a map using latitudes and longitudes using appropriate media. • Play computer games on latitudes and longitudes. • Sing the East African Community Anthem.	

	1.2 Main physical features in Eastern Africa
	
	 (4 lessons)
		By the end of the sub-strand, the learner should be able to:
		 a) Identify the main physical features in Eastern Africa.
		 b) Describe the formation of the main physical features of Eastern Africa to promote communication
			Learners are guided to:
			 • Brainstorm, in pairs, on the meaning of a physical feature.
			 • Discuss, in groups, and identify the main physical features in Eastern Africa
			   ✓ *Mountains (Volcanic and block)*
			   ✓ *Rift Valleys*
			   ✓ *Lakes*
			   ✓ *Plains*
			 • Use digital devices to describe the formation of the main
				What physical features are found in our locality?

		and collaboration competency. c) Draw a map of Eastern Africa and locate the main physical features. d) Conserve the physical features within the locality to promote environmental education. e) Value the physical features within the locality.	physical features in Eastern Africa. • Use an atlas to locate the main physical features in Eastern Africa. • Draw a map of Eastern Africa, locate the main physical features, and display in class. • Explore and identify the physical features within the locality.	
	1.3 Climatic regions in Eastern Africa **(5 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify the main climatic regions in Eastern Africa. b) Describe characteristics of	Learners are guided to: • Brainstorm, in pairs, the climatic regions in Eastern Africa and list them down. • Locate the main climatic regions in Eastern Africa on a map.	How does climate influence human activities?

		the main climatic regions in Eastern Africa. c) Model a map of Eastern Africa showing the main climatic regions to promote creativity and imagination. d) Discuss how climate influence human activities in Eastern Africa. e) Appreciate the climatic regions in Eastern Africa.	• Discuss, in groups, the characteristics of climatic regions in Eastern Africa, and do class presentations. • Find out the characteristics of climatic regions in Eastern Africa using digital devices. • Model a map of Eastern Africa showing the main climatic regions. • Use appropriate media to find out how climate influence human activities and share in class.	
	1.3 Vegetation in Eastern Africa **(4 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify the main types of vegetation in Eastern Africa.	Learners are guided to: • Think pair and share on the meaning of vegetation. • Brainstorm, in pairs, name the main types of vegetation in Eastern Africa, and share in class.	How can we conserve vegetation in our environment?

		b) Draw a map of Eastern Africa and locate the main types of vegetation. c) Describe the characteristics of the main types of vegetation in Eastern Africa. d) Plant and care for vegetation at school to promote environmental education. e) Value vegetation found at home and school.	• Locate the main vegetation types in Eastern Africa using digital devices. • Identify different types of vegetation in Eastern Africa using pictures/ photos/ print media. • Discuss, in groups, and describe the characteristics of the main types of vegetation in Eastern Africa. • Draw and display in class a map indicating the main types of vegetation in Eastern Africa. • Illustrate mountain vegetation using a diagram. • Plan and write down, in groups, how they will conserve vegetation within the school compound. • Plant and care for vegetation at school.	

	1.5 Historic Built Environments in Eastern Africa **(4 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify the main historic built environments in Eastern Africa. b) Discuss the importance of the main historic built environments in Eastern Africa. c) Create a cultural corner in school for preservation of culture to promote citizenship competency. d) Conserve historical buildings within the locality to promote patriotism.	Learners are guided to: • Using appropriate media/photographs/pictures/ Newspaper cuttings identify the historic built environments in Eastern Africa *(Museums, Monuments and historical buildings)*. • Discuss, in groups, the main historic built environments in Eastern Africa. • Find out the importance of historic built environments in Eastern Africa using digital devices. • Visit a nearby historic built environment to learn about the past and write a report. • Create and recite poems on the importance of historic built environments in Eastern Africa. • Engage with a resource person to learn about the importance	Why should we conserve the historic built environments?

| | | | of historic built environments in Eastern Africa. | |
| | | | • Collect artefacts and create a cultural corner in school. | |

Core Competencies to be developed: Learning to learn as they locate places using latitudes and longitudes. **Digital literacy** as they use digital devices to find out the importance of historic built environments in Eastern Africa. **Self-efficacy** as they create and recite poems on the importance of historic built environments in Eastern Africa. **Communication and collaboration** as they work in pairs to identify the latitudes and longitudes of Eastern Africa. **Creativity and innovation** as they model a map of Eastern Africa on climatic regions.

Link to Pertinent and contemporary issues (PICs): **Environmental education** as they recite poems on environmental conservation, planting and caring for vegetation at school. **Patriotism** as they learn about the historic built environments within the locality.	**Values:** **Respect** and **responsibility** as they work in pairs and groups. **Unity** as they visit nearby historic built environments. **Responsibility** as they plant and care for vegetation in school. **Patriotism** as they collect artefacts and create a cultural centre in school.
Links to other other Learning areas: Language as they recite poems on the importance of historic built environments. Agriculture, Science, Technology as they plant, and care for vegetation at school.	**Suggested Community Service Learning activities:** Plant and care for vegetation at school. Conserve historical buildings within the locality to promote patriotism.

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Naming countries of Eastern Africa	Accurately and precisely names countries in Eastern Africa	Accurately names the countries in Eastern Africa	Names some of the countries in Eastern Africa	Hardly names the countries in Eastern Africa
2. Describing the position and size of countries in Eastern Africa	Correctly and comprehensively describes the position and size of countries in Eastern Africa	Correctly describes the position and size of countries in Eastern Africa	Describes some of the position and size of countries in Eastern Africa	Has challenges describing the position and size of countries in Eastern Africa
3. Identifying main physical features in Eastern Africa	Correctly identifies and describes the main physical features in Eastern Africa	Correctly identifies the main physical features in Eastern Africa	Correctly identifies some of the main physical features in Eastern Africa	Hardly identifies the main physical features in Eastern Africa
4. Locating and describing characteristics of main climatic regions in Eastern Africa	Accurately locates and comprehensively describes characteristics of the main climatic regions in Eastern Africa	Accurately locates and describes characteristics of the main climatic regions in Eastern Africa	Locates and describes some characteristics of the main climatic regions in Eastern Africa	Has challenges in locating and describing characteristics of the main climatic regions in Eastern Africa

5. Locating and describing characteristics of the main types of vegetation in Eastern Africa	Accurately locates and comprehensively describes characteristics of the main types of vegetation in Eastern Africa	Accurately locates and describes characteristics of the main types of vegetation in Eastern Africa	Locates and describes characteristics of some of the types of vegetation in Eastern Africa	Has difficulties in locating and describing characteristics of the main types of vegetation in Eastern Africa
6. Discussing the importance of the main historic built environments in Eastern Africa	Correctly and elaborately discusses importance of the main historic built environments in Eastern Africa	Correctly discusses importance of the main historic built environments in Eastern Africa	Discusses some importance of the main historic built environments in Eastern Africa	Has difficulties in discussing the importance of the main historic built environments in Eastern Africa
7. Developing a cultural corner in school for preservation of culture	Creatively and innovatively develops a cultural corner in school for preservation of culture	Creatively develops a cultural corner in school for preservation of culture	Partially develops a cultural corner in school for preservation of culture	Has difficulties in developing a cultural corner in school for preservation of culture

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 People, Population and Social Organizations	**2.1 Language groups in Eastern Africa** **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) Classify communities in Eastern Africa according to language groups. b) Examine the reasons for migration of selected language groups into Eastern Africa. c) Illustrate the movement and settlement of the selected language groups in Eastern Africa on a map to promote creativity and imagination.	Learners are guided to: • Find out from parents/guardians and elders about the myths and stories of their origin and share in class. • Identify selected language groups in Eastern Africa using appropriate media and present in class *(Cushites, Bantu, Nilotes, Semites)*. • Brainstorm, in groups, on the origins of the selected language groups in Eastern Africa and share in class. • Do library research and write down the communities in Eastern Africa according to selected language groups.	What happens when people move and settle in a new place?

			d) Discuss the effects of the migration and settlement of selected language groups in Eastern Africa.	• Use digital devices to establish reasons for migration of selected language groups into Eastern Africa.	
			e) Support unity of language groups in Eastern Africa.	• Trace the movement and settlement of selected language groups in Eastern Africa using appropriate media and do class presentations.	
				• Draw the movement routes followed by the selected language groups on a map of Eastern Africa.	
				• Discuss, in groups, the effects of movement and settlement of selected language groups in Eastern Africa and do presentations in class.	
				• Develop communication messages on importance	

			of unity among language groups in Eastern Africa.	
	2.2 Population distribution in Eastern Africa **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) Explain factors influencing population distribution in Eastern Africa. b) Use a map of Eastern Africa to show population distribution. c) Explain effects of high population density in Eastern Africa to promote communication and collaboration. d) Appreciate population distribution in Eastern Africa.	Learners are guided to: • Find out the meaning of population distribution and share in class. • Brainstorm, in pairs, on factors influencing population distribution in Eastern Africa and share in class. • Identify areas of high and low population density in Eastern Africa using appropriate media. • In pairs, draw a map of Eastern Africa and locate areas of high and low population density. • Discuss, in groups, the effects of high population density in Eastern Africa and write a report.	Why are some parts of Eastern Africa more populated than others?

			• Create a poem on population distribution in Eastern Africa. • Share with parents /guardians the effects of high population density in Eastern Africa.	

	2.3 Culture and Social organization
	    2.3.1 Culture
	
	    (4 lessons)
		By the end of the sub-strand, the learner should be able to:
		a) Describe age groups and age sets in African traditional society.
		b) Explain the functions of a clan in society to promote social cohesion.
		c) Discuss aspects of African traditional culture that ought to be preserved.
			Learners to be guided to:
			• Brainstorm, in pairs, the meaning of age groups and age sets and share in class.
			• Discuss, in groups, the functions of clans and write a summary.
			• Engage with a resource person on age groups, age sets and clans.
			• Find out from parents/ guardians and elders about the importance of clans in society.
			• Develop posters on aspects of African
				How would we preserve positive aspects of African traditional culture?

		d) Develop a poster on aspects of African traditional culture that ought to be preserved. e) Support aspects of African traditional culture that ought to be preserved.	traditional culture that ought to be preserved. • Sing songs on aspects of African traditional culture that ought to be preserved. • Share with parents/guardians on aspects of African traditional culture that ought to be preserved.	
	2.3.2 School and Community **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify ways in which the school collaborates with the community. b) Explain the benefits of collaboration between school and the community. c) Demonstrate ways in which the school	Learners to be guided to: • Brainstorm, in pairs, to identify ways in which the school collaborates with the community. • Share experiences on school collaboration with the community. • Discuss, in groups, and list benefits of collaboration between the school and	How does the school relate with the community?

		collaborates with the community to promote self-efficacy competency. d) Support the collaboration between the school and community to promote community service learning.	community and share in class. • Role-play ways in which the school collaborates with the community to promote self-efficacy. • Write an essay on the benefits of collaboration between the school and the community. • Sing songs on the benefits of collaboration between school and the community. • Suggest and carry out a project in collaboration with the community to support community service learning.	

Core Competencies to be developed: Learning to learn as they find out the origins of selected language groups in Eastern Africa. **Digital literacy** as they use appropriate media to identify selected language groups in Eastern Africa. **Critical thinking** and **problem solving** as they brainstorm on factors that influence population in Eastern Africa. **Self-efficacy** as they demonstrate ways in which the school collaborates with the community.	
Link to Pertinent and contemporary issues (PICs): Life skills as they demonstrate ways in which the school collaborates with the community. **Learner support program** as they find out from parents, guardians and elders about the importance of clans in society. **Ethnic and Racial relations** as they trace the movement and settlement of the selected language groups in Eastern Africa. **Self-awareness** as they recite the poem on population in Eastern Africa. **Parental empowerment and engagement** as they find out from parents and elders the myths and stories of their origin. **HIV and AIDS** as they discuss population distribution.	**Values.** **Unity** as they sing songs on the benefits of collaboration between the school and the community. **Respect** as they engage with a resource person about age groups, age sets and clan formation. **Social cohesion** as they classify communities in Eastern Africa according to language groups.
Links to other Learning areas: English as they write summaries. **Music** as they recite poems on population. **Christian Religious Education** as they discuss stories of origins of language groups. **Science and Technology** as they discuss effects of high population density. **Mathematics** as they determine population density. **Agriculture** as they learn about factors influencing population distribution. **Art and Craft** as they develop posters on aspects of African traditional culture that ought to be preserved.	**Suggested Community Service Learning activities:** Suggest and carry out a project in collaboration with the community to support community service learning.

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Classifying communities in Eastern Africa according to language groups	Accurately and precisely classifies communities in Eastern Africa according to language groups	Accurately classifies communities in Eastern Africa according to language groups	Classifies some communities in Eastern Africa according to language groups	Hardly classifies communities in Eastern Africa according to language groups
2. Examining the reasons for migration of selected language groups into Eastern Africa	Correctly and comprehensively examines the reasons for migration of selected language groups into Eastern Africa	Correctly examines the reasons for migration of selected language groups into Eastern Africa	Examines some of the reasons for migration of selected language groups into Eastern Africa	Has challenges examining the reasons for migration of selected language groups into Eastern Africa

3. Illustrating the movement and settlement of the selected language groups in Eastern Africa on a map	Correctly and creatively illustrates the movement and settlement of the selected language groups in Eastern Africa on a map	Correctly illustrates the movement and settlement of the selected language groups in Eastern Africa on a map	Illustrates the movement and settlement of some of the selected language groups in Eastern Africa on a map	Has difficulties in illustrating the movement and settlement of the selected language groups in Eastern Africa on a map
4. Explaining factors influencing population distribution in Eastern Africa	Correctly and extensively explains factors influencing population distribution in Eastern Africa	Correctly explains factors influencing population distribution in Eastern Africa	Explains some of the factors influencing population distribution in Eastern Africa	Has challenges in explaining factors influencing population distribution in Eastern Africa
5. Discussing aspects of African traditional culture that ought to be preserved	Correctly and elaborately discusses aspects of African traditional culture that ought to be preserved	Correctly discusses aspects of African traditional culture that ought to be preserved	Discusses some of the aspects of African traditional culture that ought to be preserved	Hardly discusses aspects of African traditional culture that ought to be preserved
6. Developing a poster on aspects of African traditional	Correctly and creatively develops a poster on aspects of African traditional	Correctly develops a poster on aspects of African traditional	Partially develops a poster on aspects of African traditional	Hardly develops a poster on aspects of African traditional

	culture that ought to be preserved	culture that ought to be preserved	culture that ought to be preserved	culture that ought to be preserved	culture that ought to be preserved
7. Explaining the benefits of collaboration between school and the community	Correctly and extensively explains the benefits of collaboration between school and the community	Correctly explains the benefits of collaboration between school and the community	Explains some of the benefits of collaboration between school and the community	Has challenges explaining the benefits of collaboration between school and the community
8. Demonstrating ways in which the school collaborates with the community	Correctly and comprehensively demonstrates ways in which the school collaborates with the community	Correctly demonstrates ways in which the school collaborates with the community	Demonstrates some of the ways in which the school collaborates with the community	Has difficulties in demonstrating ways in which the school collaborates with the community

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic Activities in Eastern Africa	**3.1 Agriculture** **3.1.1 Farming methods** **(3 lessons)**	By the end of the sub-strand the learner should be able to: a) Use digital devices to find out the characteristics of large-scale farming to promote digital literacy. b) Locate on a map the main areas where large scale farming is practiced in Eastern Africa. c) Explain the contribution of large-scale farming to the economy of Eastern Africa. d) Appreciate the contribution large scale	Learners are guided to: • Think pair and share on large-scale farming. • Use digital devices to research on the characteristics of large-scale farming. • Draw a map of Eastern Africa and locate the main areas where large-scale farming is practiced. • Discuss, in groups, the contribution of large-scale farming to the economy of Eastern Africa. • Create communication	How do we benefit from large-scale farming?

		farming to the economy of Eastern Africa.	messages on importance of large scale farming.	
	3.1.2 Beef Farming in Eastern Africa **(3 lessons)**	By the end of the sub-strand the learner should be able to: a) Explain factors influencing beef farming in Eastern Africa. b) Locate on a map the areas where beef farming is practiced in Eastern Africa. c) Discuss the contribution of beef farming to the economy of Eastern Africa to promote financial literacy. d) Explain the challenges facing beef farming in Eastern Africa.	Learners are guided to: • Brainstorm, in pairs, the meaning of beef farming. • Find out information on beef farming in Eastern Africa using digital devices and write a summary. • Discuss, in groups, factors influencing beef farming in Eastern Africa and share in class. • Draw a map of Eastern Africa and locate areas where beef farming is practiced. • Engage with a resource person to	How important is beef farming?

		e) Formulate possible solutions to the challenges facing beef farming in Eastern Africa to promote critical thinking and problem solving. f) Value beef farming as an economic activity in Eastern Africa.	discuss the contributions of beef farming to the economy of Eastern Africa. • Brainstorm, in groups, on the challenges facing beef farming in Eastern Africa and formulate possible solutions. • Create posters on importance of beef farming.	
	3.2 Fishing in Eastern Africa **(5 lessons)**	By the end of the sub-strand, the learner should be able to: a) Draw a map of Eastern Africa and locate marine and inland fishing grounds.	Learners are guided to: • Locate on a map the main fishing grounds in Eastern Africa using digital devices. • Find out, in groups, the marine methods of fishing in Eastern	How important is fishing to us?

		b) Describe methods of marine fishing in Eastern Africa. c) Explain challenges facing fishing in Eastern Africa. d) Formulate possible solutions to challenges facing fishing in Eastern Africa to promote critical thinking and problem-solving competency. e) Value fishing as an economic activity to promote poverty eradication.	Africa and share in class. • Illustrate methods of marine fishing in Eastern Africa using appropriate media. • Brainstorm, in groups, on challenges facing marine fishing in Eastern Africa. • Discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa. • Create communication messages on fishing and display them in class. • Engage with a resource person to	

		learn more about fishing as an enterprise project.	
	3.2 Wildlife and Tourism in Eastern Africa **(5 lessons)**	By the end of the sub-strand the learner should be able to: a) Analyse factors that promote tourism in Eastern Africa to promote learning to learn competency. b) Draw a map of Eastern Africa and locate game reserves and national parks. c) Explain challenges facing tourism in Eastern Africa. d) Examine solutions to challenges facing tourism in Eastern Africa to promote critical thinking and problem solving.	Learners are guided to: • Brainstorm, in groups, and list factors that promote tourism in Eastern Africa. • Find out factors that promote tourism in Eastern Africa using digital devices and present in class. • Draw a map of Eastern Africa and locate game reserves and national parks. • Engage with a resource person on challenges facing tourism in Eastern Africa.	How can we promote tourism in our country?

| | | e) Value tourism as an economic activity. | • Discuss and formulate solutions to problems facing tourism in Eastern Africa.
• Develop charts on challenges and solutions facing tourism.
• Write essays on ways of promoting tourism in Eastern Africa.
• Visit a nearby tourist attraction site and write a report.
• Participate in conservation of wildlife walk/run. | |
| | **3.3 Transport in Eastern Africa**

 (4 lessons) | By the end of the sub-strand the learner should be able to: <br> a) Use digital devices to identify the main | Learners are guided to:
• Identify, in groups, transport networks in Eastern Africa | How does transport influence economic development of our country? |

		transport networks in Eastern Africa to promote digital literacy competency. b) Draw a map of Eastern Africa showing the main transport networks. c) Explain the challenges facing transport networks in Eastern Africa. d) Formulate solutions to challenges facing transport networks in Eastern Africa to promote critical thinking and problem solving. e) Appreciate the transport network in economic development.	using digital devices. • Draw a map of Eastern Africa and indicate the main transport networks. • Establish challenges facing transport networks in Eastern Africa using digital devices and share in class. • Find out from relevant sources solutions to challenges facing transport network in Eastern Africa and write a summary. • Develop posters on the role of transport network in economic development and	

			display them in school.	
	3.5 Communication in Eastern Africa **(4 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify means of communication in Eastern Africa. b) Discuss challenges facing communication networks in Eastern Africa. c) Formulate solutions to challenges facing communication networks in Eastern Africa. d) Create posters on means of communication used in Eastern Africa to promote creativity and imagination competency.	Learners are guided to: • Think pair and share means of communication used in Eastern Africa. • Brainstorm, in pairs, and state challenges facing communication networks in Eastern Africa. • Find out challenges facing communication networks in Eastern Africa using digital devices and write a report. • Discuss, in groups, and write down solutions to challenges facing	How does communication network influence economic development of our country?

		e) Appreciate role of communication networks in Eastern Africa.	communication networks in Eastern Africa, and share in class. • Create posters on means of communication used in Eastern Africa.	
	3.6 Mining in Eastern Africa **(5 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify minerals found in Eastern Africa. b) Draw a map of Eastern Africa and locate the minerals. c) Describe how the selected minerals are extracted in Eastern Africa. d) Explain the effects of mining on the	Learners are guided to: • Brainstorm, in pairs, and identify minerals in Eastern Africa. • Draw a map of Eastern Africa and show location of minerals. • Find out how the selected minerals are extracted using digital devices *(Soda Ash in Kenya, Gold in Tanzania,*	How can we reclaim areas affected by mining in our country?

		environment in Eastern Africa to promote environmental education. e) Formulate solutions to problems associated with mining to promote critical thinking and problem solving. f) Desire to conserve areas affected by mining activities in Eastern Africa.	*Limestone in Uganda).* • Discuss, in groups, how the minerals are extracted and share in class. • Illustrate, using diagrams, photos and pictures, how selected minerals are extracted. • Brainstorm, in groups, the effects of mining on the environment and do class presentation. • Write an essay on the solutions to problems associated with mining.	

Core Competencies To Be Developed: Digital Literacy As They Find Out How The Selected Minerals Are Extracted In Eastern Africa. **Critical Thinking And Problem Solving** As They Brainstorm On Challenges And Solutions To Communication Networks And Effects Of Mining On The Environment. **Creativity And Imagination** As They Develop Posters On Means Of Communication Used In Eastern Africa. **Communication And Collaboration** As Learners Work In Pairs And Groups. **Critical Thinking And Problem Solving** As They Formulate Solutions To Challenges Facing Transport Networks In Eastern Africa.	
Link To Pertinent And Contemporary Issues (Pics): Self-Awareness As Learners Create Posters On Means Of Communication Used In East Africa. **Environmental Education** As They Discuss Effects Of Mining On The Environment. **Road Safety** As They Identify Challenges Facing Transport Networks.	**Values: Patriotism** as they write essays on the effects of mining on the environment and possible solutions. **Respect** as they listen to a resource person on challenges facing tourism in Eastern Africa and fishing as an enterprise project.
Links To Other Learning Areas: Language As They Write Essays On Effects Of Mining On The Environment. **Art And Craft** As They Create Posters On Means Of Communication. **Science And Technology** As They Discuss Transport And Communication.	**Suggested Community Service Learning activities:** Participate in conservation of wildlife walk/run

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
1. Using digital devices to find out the characteristics of large scale farming	Correctly and innovatively uses digital devices to find out the characteristics of large scale farming	Correctly uses digital devices to find out the characteristics of large scale farming	Uses digital devices to find out some of the characteristics of large scale farming	Has difficulties in using digital devices to find out the characteristics of large scale farming
2. Explaining factors influencing beef farming in Eastern Africa	Correctly and comprehensively explains factors influencing beef farming in Eastern Africa	Correctly explains factors influencing beef farming in Eastern Africa	Explains some of the factors influencing beef farming in Eastern Africa	Hardly explains factors influencing beef farming in Eastern Africa
3. Explaining the challenges facing beef farming in Eastern Africa	Correctly and elaborately explains the challenges facing beef farming in Eastern Africa	Correctly explains the challenges facing beef farming in Eastern Africa	Explains some of the challenges facing beef farming in Eastern Africa	Has difficulties in explaining the challenges facing beef farming in Eastern Africa
4. Formulating possible solutions to the challenges facing beef	Correctly and comprehensively formulates possible solutions to the challenges facing beef	Correctly formulates possible solutions to the challenges facing	Formulates some possible solutions to the challenges facing beef	Has challenges in formulating possible solutions to the challenges facing

farming in Eastern Africa	farming in Eastern Africa	beef farming in Eastern Africa	farming in Eastern Africa	beef farming in Eastern Africa
5. Describing methods of marine fishing in Eastern Africa	Correctly and exhaustively describes methods of marine fishing in Eastern Africa	Correctly describes methods of marine fishing in Eastern Africa	Describes some of the methods of marine fishing in Eastern Africa	Has challenges in describing methods of marine fishing in Eastern Africa
6. Explaining challenges facing transport networks in Eastern Africa	Correctly and extensively explains challenges facing transport networks in Eastern Africa	Correctly explains challenges facing transport networks in Eastern Africa	Explains some of the challenges facing transport networks in Eastern Africa	Has difficulties in explaining challenges facing transport networks in Eastern Africa
7. Formulating solutions to challenges facing communication networks in Eastern Africa	Correctly and creatively formulates solutions to challenges facing communication networks in Eastern Africa	Correctly formulates solutions to challenges facing communication networks in Eastern Africa	Formulates some of the solutions to challenges facing communication networks in Eastern Africa	Has challenges in formulating solutions to challenges facing communication networks in Eastern Africa
8. Analysing factors that promote tourism in Eastern Africa	Correctly and comprehensively analyses factors that	Correctly analyses factors that promote tourism in Eastern Africa	Analyses some of the factors that promote tourism in Eastern Africa	Has difficulties in analysing factors that promote

	promote tourism in Eastern Africa			tourism in Eastern Africa
9. Drawing a map of Eastern Africa and locating game reserves and national parks	Accurately draws and precisely locates game reserves and national parks on a map of Eastern Africa	Accurately draws and locates game reserves and national parks on a map of Eastern Africa	Draws and locates some of the game reserves and national parks on a map of Eastern Africa	Has difficulties drawing and locating game reserves and national parks on a map of Eastern Africa
10. Describing how selected minerals are extracted	Correctly and extensively describes how minerals are extracted	Correctly describes how minerals are extracted	Describes how some of the selected minerals are extracted	Hardly describes how the selected minerals are extracted
11. Explaining the effects of mining on the environment	Correctly and comprehensively explains the effects of mining on the environment	Correctly explains the effects of mining on the environment	Explains some of the effects of mining on the environment	Has challenges explaining the effects of mining on the environment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Political Systems and Governance	**4.1 Traditional forms of Government in Eastern Africa** **(5 lessons)**	By the end of the sub-strand, the learner should be able to: a) Describe traditional forms of government of the Buganda and Nyamwezi. b) Compare traditional forms of government between the Buganda and Nyamwezi to promote critical thinking and problem-solving competency. c) Value aspects of good governance in traditional societies.	Learners are guided to: • Find out from parent/guardian or elders how communities were ruled in the past. • Think, pair and share traditional forms of government in Eastern Africa *(Buganda and The Nyamwezi).* • Discuss, in groups, the selected traditional forms of government and write a summary. • Illustrate the governance structure among the selected traditional forms of government using a	How was your community governed in the past?

			chart and display in class. • Find out the similarities and differences between selected traditional forms of government using appropriate media and share in class. • Role-play a parliamentary session among the Buganda (the Lukiiko).	

	4.2 Regional co-operations in Eastern Africa **(4 lessons)**	By the end of the sub-strand, the learner should be able to: a) State the objectives of East African Community. b) Model a map of Eastern Africa showing member states of East African Community, to promote creativity and imagination. c) Explain the benefits of East African Community to member states. d) Discuss the challenges facing the East African Community.	Learners are guided to: • Find out, in pairs, from relevant sources the objectives of East African Community (EAC*)* and share in class. • Brainstorm, in groups, the member states of East African Community and do a class presentation. • Model a map showing member states of East African Community. • Discuss, in groups, the benefits of East African Community to member states and report in class. • Find out, in groups, challenges facing East African Community, and formulate possible solutions and write a report. • Sing the East African Community anthem.	How would the East African Community improve the economy of the member states?

			e) Formulate possible solutions to challenges facing the East African Community. f) Value the unity of Eastern African countries to promote citizenship.	• Create communication messages on the benefits of East African Community to member states and post them in strategic points in school.	
	4.3	**Citizenship** **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify the rights and responsibilities of a Kenyan citizen. b) Discuss the values of a good Kenyan citizen.	Learners are guided to: • Discuss, in pairs, their rights and responsibilities and share in class. • Brainstorm, in groups, and list rights and responsibilities of a Kenyan citizen. • Use digital devices to identify rights and responsibilities of a Kenyan citizen.	How can we demonstrate good citizenship in our country?

		c) Create songs and poems on values of a good Kenyan citizen to promote creativity and imagination. d) Demonstrate patriotism as a Kenyan citizen.	• Debate on the rights and responsibilities of a Kenyan citizen. • Brainstorm, in groups, the values of a good Kenyan citizen and do class presentation. • Create songs and poems on values of a good Kenyan citizen. • Find out, from parents/ guardians or elders, ways of promoting patriotism as Kenyan citizens and share in class. • Develop posters on values of a good citizen and post them in strategic places in school.	
	4.4 Human rights **(3 lessons)**	By the end of the sub-strand, the learner should be able to:	Learners are guided to: • Think, pair, share on human rights, and share in class.	How could respect for human rights promote unity in society?

		a) Classify human rights into political, social and economic. b) Use digital devices to find out ways in which human rights are violated in society to promote digital literacy skills. c) Demonstrate respect for Human rights in Kenya to promote social justice.	• Brainstorm, in groups, on categories of human rights and do class presentation. • Find out, in pairs, the categories of human rights using appropriate media and share with peers. • Use a chart in groups to illustrate categories of human rights and present in class. • Use digital devices to find out ways in which human rights are violated in society. • Engage with a resource person on ways in which human rights are violated in society.	
	4.5 Peace and Conflict Resolution	By the end of the sub-strand, the learner should be able to:	Learners are guided to: • Brainstorm, in groups, causes of conflicts among	How could we live peacefully with others in school?

	(4 lessons)	a) Explain causes of conflicts in society. b) Use peaceful methods to resolve conflicts in society to promote critical thinking and problem solving. c) Design a poster on ways of promoting peace in society to promote creativity and imagination. d) Demonstrate ability to promote peace in society.	countries in society and share in class. • Find out causes of conflicts among society using appropriate media. • Discuss, in groups, and list peaceful methods of resolving conflicts in society. • Role-play peaceful methods of resolving conflicts in school. • Discuss, in groups, the benefits of resolving conflicts peacefully in society and do class presentation. • Participate in resolving conflicts peacefully in school. • Find out from parents /guardians or elders ways in which conflicts are	

| | | | resolved at home and in society.
• Write essays on ways of promoting peace among countries in Eastern Africa.
• Create songs and poems on peace.
• Design a poster on ways of promoting peace in Eastern Africa and display in class. | |
| | **4.5 Governance in Kenya**

4.5.1 Sources of Government Revenue and Expenditure

(4 lessons) | By the end of the sub-strand the learner should be able to:
a) Use digital devices to find out sources of revenue for National Government in Kenya.

b) Examine ways in which the National and County | Learners are guided to:
• Brainstorm, in groups, on the meaning of revenue and share with peers.
• Use digital devices to find out sources of revenue for National Government in Kenya.
• Discuss, in groups, sources of government revenue in Kenya.
• Use appropriate media to find out how the National and | Why should we pay taxes to the government? |

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		Governments in Kenya spend their revenue. c) Create communication messages on the importance of paying tax to the government to promote citizenship competency. d) Participate in generation of government revenue to promote patriotism.	County Governments in Kenya spend their revenue. • Engage with a resource person on the importance of paying tax to the government of Kenya. • Create and recite poems on the importance of paying tax to the government. • Create communication messages on the importance of paying tax to the government and display in strategic places in the community.	
	4.5.2 The Preamble of the Constitution of Kenya.	By the end of the sub-strand, the learner should be able to: a) Use digital devices to identify	Learners are guided to: • Brainstorm, in pairs, the meaning of a constitution and share.	How does the Constitution enhance unity in the country?

<table>
<tr><td></td><td>(3 lessons)</td><td>key words in the preamble of the Constitution of Kenya to promote digital literacy.
b) Interpret the meaning of the preamble of the Constitution of Kenya to promote citizenship.
c) Design posters on key words of the preamble of the Constitution of Kenya.
d) Uphold the Constitution of Kenya to promote social cohesion.</td><td>• Use digital devices to identify key words of the preamble of the Constitution of Kenya.
• Discuss, in groups, and list down the key words of the preamble of the Constitution of Kenya and do class presentations.
• Engage with a resource person to interpret the preamble of the Constitution of Kenya.
• Compose and sing a song on the preamble of the Constitution of Kenya.
• Write and recite poems on key words of the preamble of the Constitution of Kenya.
• Create posters on key words of the preamble of the Constitution of Kenya and display in class.</td><td></td></tr>
<tr><td colspan="5">Core Competencies to be developed: Creativity and Imagination as they develop posters and charts on ways of promoting peace. Digital literacy as they use digital devices to identify key words in the preamble of the</td></tr>
</table>

Constitution. **Communication and collaboration** as they discuss, in groups, traditional forms of governments and benefits of East African Community. **Critical thinking and problem solving** as they find out the challenges and possible solutions facing East African Community. **Citizenship** as they state the objectives of East African Community. **Critical thinking and problem solving** as they discuss sources and expenditure of government revenue in Kenya. **Citizenship** as they uphold the Constitution of Kenya. Self-efficacy as they sing songs on the preamble of the Constitution.

Link to Pertinent and contemporary issues (PICs): Life skills as they role-play a parliamentary session of the Buganda (the Lukiiko). **Child Rights** as they categorize human rights. **Social cohesion** as they sing songs on peace in Eastern Africa. **Patriotism** and **good governance** as they interpret the preamble of the constitution.	**Values: Respect** as they appreciate early forms of governments in Eastern Africa. **Unity** as they role-play a parliamentary session among the Buganda (the Lukiiko). **Patriotism** as they discuss the East African Community. Social justice as they demonstrate respect for human rights in Kenya.
Links to other learning areas: Language as they discuss in groups similarities and differences among traditional forms of government. **Art and Craft** as they role-play parliamentary sessions. **Religious Education** as they appreciate the role of traditional leaders. **Music** as they sing the EAC anthem.	**Suggested Community Service Learning activities:** Create communication messages on the benefits of East African Community to member states and post them in strategic points in school. **S**hare messages on peace with members of the community and display posters on values of a good citizen in strategic positions.

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Describing the traditional forms of Government of the Buganda and Nyamwezi	Correctly and comprehensively describes traditional forms of Government of the Buganda and Nyamwezi	Correctly describes traditional forms of Government of the Buganda and Nyamwezi	Describes some aspects of traditional forms of Government of the Buganda and Nyamwezi	Has challenges in describing traditional forms of government of the Buganda and Nyamwezi
2. Comparing traditional government between Buganda and Nyamwezi	Accurately and comprehensively compares traditional government between Buganda and Nyamwezi	Accurately compares traditional government between Buganda and Nyamwezi	Compares some of the aspects of traditional government between Buganda and Nyamwezi	Has challenges in comparing traditional government between Buganda and Nyamwezi
3. Stating the objectives and benefits of East African Community (EAC)	Correctly and explicitly states the objectives and benefits of East African Community EAC to member states	Correctly states the objectives and benefits of East African Community EAC to member states	States some of the objectives and benefits of East African Community EAC to member states	Hardly states the objectives and benefits of East African Community EAC to member states
4. Modelling a map of Eastern Africa	Correctly and innovatively models a	Correctly models a map of Eastern	Partially models a map of Eastern	Has difficulties in modelling a map of

showing the EAC member states	map of Eastern Africa showing the EAC member states	Africa showing the EAC member states	Africa showing the EAC member states	Eastern Africa showing the EAC member states
5. Discussing the challenges and possible solutions to East African Community	Correctly and broadly discusses the challenges and formulates possible solutions to East African Community	Correctly discusses the challenges and formulates possible solutions to East African Community	Discusses some of the challenges and formulates possible solutions to East African Community	Hardly discusses the challenges and formulates possible solutions to East African Community
6. Using a digital device to find out ways in which human rights are violated in society	Correctly and creatively uses digital devices to find out ways in which human rights are violated in the society	Correctly uses digital devices to find out ways in which human rights are violated in the society	Uses digital devices to find out some of the ways in which human rights are violated in the society	Has challenges in using digital devices to find out ways in which human rights are violated in the society
7. Using peaceful methods of resolving conflicts in society	Correctly and effectively uses peaceful methods of resolving conflicts in society	Correctly uses peaceful methods of resolving conflicts in society	Uses some of the peaceful methods to resolve conflicts in society	Has challenges in using peaceful methods of resolving conflicts in society
8. Using digital devices to find out sources of	Correctly and creatively uses digital devices to find out	Correctly uses digital devices to find out sources of	Partly uses digital devices to find out sources of revenue	Has challenges using digital devices to find out sources

revenue for the National government in Kenya	sources of revenue for the National government in Kenya	revenue for the National government in Kenya	for the National government in Kenya	of revenue for the National government in Kenya
9. Examining ways in which the National and County government spend their revenue	Correctly and exhaustively examines ways in which the National and County government spend their revenue	Correctly examines ways in which the National and County government spend their revenue	Examines some of the ways in which the National and county government spend their revenue	Has challenges in examining the ways in which the National and County government spend their revenue
10. Using digital devices to identify key words in the Constitution preamble	Correctly and creatively uses digital devices to identify key words in the Constitution preamble	Correctly uses digital devices to identify key words in the Constitution preamble	Partially uses digital devices to identify key words in the Constitution preamble	Has challenges in using digital devices to identify key words in the Constitution preamble
11. Interpreting key words in the preamble of the Constitution of Kenya.	Correctly and exhaustively interprets the key words in the preamble of the Constitution of Kenya.	Correctly interprets key words in the preamble of the Constitution of Kenya.	Correctly interprets some of the key words in the preamble of the Constitution of Kenya.	Has difficulties in interpreting key words in the preamble of the Constitution of Kenya

The following table shows suggested assessment methods, learning resources and non-formal activities to support learning.

Strand	Sub-Strands	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Natural and Build Environments In Eastern Africa	**1.1 Position and Size of Countries in Eastern Africa**	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Questionnaire	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Charts • Display boards	1. Drawing, colouring and displaying the map of Eastern Africa in class. 2. Playing games in groups on position and sizes of countries in Eastern Africa. 3. Drawing latitudes and longitudes on a sketch map of Eastern Africa. 4. Practising locating places on a map using latitudes and longitudes using appropriate media.

	1.2 Main physical features in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work g) Checklist h) Questionnaire e) Journaling	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Display boards	1. Drawing a map of Eastern Africa and locating the main physical features and display in class. 2. Exploring and identifying the physical features within the locality.
	1.3 Climatic regions in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings	1. Model a map of Eastern Africa showing the main climatic regions. 2. Use appropriate media to find out how climate

		e) Anecdotal records	• Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Globes • Display boards	influence human activities and share in class.
	1.4 Vegetation in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games	1. Draw and display in class a map indicating the main types of vegetation in Eastern Africa. 2. Illustrate mountain vegetation using a diagram. 3. Plan and write down in groups how they will conserve

			• Approved textbooks and other printed resources • Display boards • Charts	vegetation within the school compound. 4. Plant and care for vegetation at school.
	1.2 The Built Environments	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	• Local and extended environment • Maps • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Worksheets, Activity sheets • Resource persons	1. Visit a nearby historic built environment to learn about the past and write a report. 2. Create and recite poems on the importance of historic built environments in Eastern Africa. 3. Engage with a resource person to learn about the importance of historic built environments in Eastern Africa.

			• Artefacts • Museum, Monuments, Cultural and historical sites • Newspaper cuttings • Magazines/journals • Libraries • Display boards	4. Collect artefacts and create a cultural corner in school.
2.0 People, Population and Social Organizations	**Language groups in Eastern Africa**	a) Oral Questions b) Teacher-made tests c) Observation	• Local and extended environment • Maps • Photographs, pictures and paintings • TV/video/films/slides/ Internet sources • Live radio broadcasts	1. Debate on the stories and myths of origin, movement and settlement of different language groups. 2. Do library research and write down the communities in

			• Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Worksheets, Activity sheets • Resource persons • Newspaper cuttings • Libraries • Display boards	Eastern Africa according to selected language groups. 3. Use digital devices to establish reasons for migration of selected language groups into Eastern Africa. 4. Develop communication messages on importance of unity among language groups. 5. Draw movement routes of the main language groups in Eastern Africa.

	Population distribution in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation	• Local and extended environment • Photographs, pictures and paintings • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings • Libraries Display boards	1. Draw a map of Eastern Africa in pairs, and locate areas of high and low population density. 2. Create a poem on population distribution in Eastern Africa. 3. Share with parents /guardians the effects of high population density in Eastern Africa.
	Culture and social organization	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling f) Journaling g) Anecdotal Records	• Local and extended environment • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts	1. Develop posters on aspects of African traditional culture that ought to be preserved. 2. Sing songs on aspects of African traditional culture that ought to be preserved.

		h) Checklist i) Portfolio	• Vetted digital resources, educational computer games • Approved textbooks and other • printed resources • Resource persons • Artefacts • Museum, Monuments, Cultural and historical sites • Newspaper cuttings • Magazines/journals • Libraries	3. Share with parents/guardians on aspects of African traditional culture that ought to be preserved.
	School community	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling f) Journaling g) Checklist h) Portfolio	• Local and extended environment • Photographs, pictures and paintings • Vetted digital resources, educational computer games • Approved textbooks and other printed resources	1. Sing songs on the benefits of collaboration between school and the community. 2. Suggest and carry out a project in collaboration with the community to

			• printed resources • Resource persons • Newspaper cuttings • Magazines/journals • Libraries	support community service learning. 3. Role-play ways in which school collaborates with the community.
3.0 Resources and Economic Activities in Eastern Africa	**3.2 Agriculture**	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Portfolio.	• Local and extended environment • Maps • Photographs, pictures and paintings • Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Worksheets, Activity sheets • Resource persons • Newspaper cuttings • Magazines/journals	1. Draw a map of Eastern Africa and locate areas where beef farming is practiced 2. Create communication messages on importance of large scale farming 3. Create posters on importance of beef farming 4. Identify, plan and undertake an economic activity of

				their choice within the school 5. Find information on beef farming using digital devices
	3.3 Fishing in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Project Work	• Local and extended environment • Maps • Photographs, pictures • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Libraries	1. Create fish and fishing grounds conservation messages and display them in class 2. Locate on a map the main fishing grounds in Eastern Africa using digital devices 3. Illustrate methods of marine fishing in Eastern Africa using appropriate media 4. Create communication messages on fishing and display in class

				5. Engage a resource person to learn more about fishing as an enterprise
	3.4 Wildlife and Tourism in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Checklist d) Portfolio.	• Maps • Photographs and pictures • Flash cards and posters • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings • Libraries • Display boards	1. Develop charts on challenges and solutions associated with tourism 2. Write essays on ways of promoting tourism in Eastern Africa 3. Visit a nearby tourist attraction site and write a report
	3.5 Transport in Eastern Africa	a) Oral Questions b) Teacher-made tests	• Local and extended environment • Maps	1. Develop posters on benefits of improved transport network and

		c) Observation	• Flash cards and posters • TV/video/films/slides/ Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Newspaper cuttings • Libraries	display them in school 2. Draw a map of Eastern Africa and indicate the main transport networks
	3.6 Communication in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist d) Portfolio	• Real objects • Maps • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games	1. Find out challenges facing communication networks in Eastern Africa using digital resources/appropriate media and write a report 2. Create posters on means of communication used in Eastern Africa

			• Approved textbooks and other printed resources • Worksheets, Activity sheets • Resource persons • Newspaper cuttings	
	3.7 Mining in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation	• Maps • Photographs and pictures • Realia • Flash cards and posters • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons	1. Illustrate using diagrams, photos and pictures, how selected minerals are mined in Eastern Africa 2. Write an essay on the effects of mining on the environment
4.0 Political Systems and Governance	**4.1 Traditional forms of Government in Eastern Africa**	f) Oral Questions g) Teacher-made tests	• Photographs , pictures and paintings • TV/video/films/slides/ Internet sources	1. Find out from your parent/guardian or elders how

		h) Observation i) Project Work j) Checklist k) Portfolio	• Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Libraries • Museums, monuments and cultural centres	communities were ruled in the past 2. Illustrate the governance structure among the selected traditional forms of government using a chart and display 3. Role-play a parliamentary session among the Buganda (the Lukiiko)
	4.2 Regional co-operations in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Journaling	• Maps • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games	1. Model a map showing member states of East African Community 2. Create communication messages on the benefits of East African Community to member states

			• Approved textbooks and other printed resources • Worksheets, Activity sheets • Resource persons • Newspaper cuttings • Magazines/journals • Libraries	and post them in strategic points in school. 3. Sing the East African Community anthem
	4.3 Citizenship	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Portfolio	• Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings	1. **S**uggesting and sharing with community leaders messages on sustainable peace in the community 2. Develop posters on values of a good citizen and post them in strategic positions in school 3. Find out from parents/guardians or elders on ways of

			• Magazines/journals • Libraries • Display boards	promoting patriotism as Kenyan citizens
	4.4 Governance in Kenya	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	• Local and extended environment • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings • Magazines/journals • Libraries • Display boards	1. Develop a poster on voting steps in Kenya and display in school 2. Create awareness in the community on the importance of paying taxes to the government 3. Engage a resource person on ways in which human rights are violated in society 4. Create songs on peace 5. Design posters on ways of promoting peace in Eastern Africa