

REPUBLIC OF KENYA MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

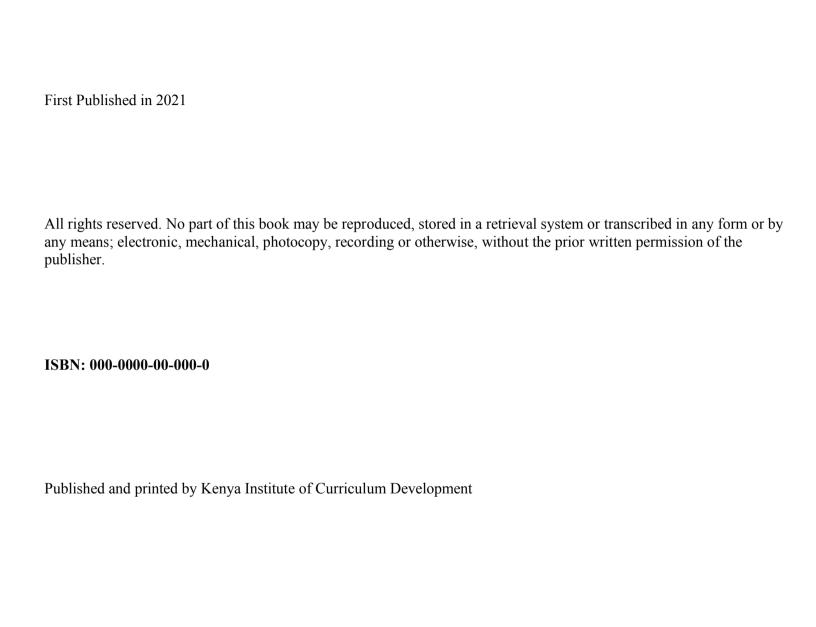
SUBJECT SOCIAL STUDIES

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 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 CABINET SECRETARY MINISTRY OF EDUCATION

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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.

DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

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
DIRECTOR/CHIEF EXECUTIVE OFFICER
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.

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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.

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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	Suggested Learning Experiences	Key Inquiry
		Outcomes		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 substrand, 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. 	How would we describe the position of countries in Eastern Africa? How do we locate

1.2 Main	By the end of the sub-	 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. Learners are guided to: 	What physical
physical	strand, the learner	 Brainstorm, in pairs, on the 	features are
features in	should be able to:	, 1	found in our
Eastern Africa	a) Identify the main	meaning of a physical feature.	locality?
Eastern Arrica	physical features	• Discuss, in groups, and identify	iocarity!
(4 lessons)	in Eastern Africa.	the main physical features in	
(4 lessons)	b) Describe the	Eastern Africa	
formation of the		✓ Mountains (Volcanic and	
main physica		block)	
	features of Eastern	✓ Rift Valleys	
		✓ Lakes	
	Africa to promote	✓ Plains	
	communication	Use digital devices to describe	
		the formation of the main	

	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 substrand, 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 substrand, 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?

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

	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	s they locate places using latitudes and longitudes.	
Digital literacy as they use digital devices to find out the im	portance of historic built environments in Eastern	
Africa. Self-efficacy as they create and recite poems on the i	mportance 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 I	Eastern Africa on climatic regions.	
Link to Pertinent and contemporary issues (PICs):	Values:	
Environmental education as they recite poems on	Respect and responsibility as they work in pairs and	
environmental conservation, planting and caring for	groups. Unity as they visit nearby historic built	
vegetation at school. Patriotism as they learn about the	environments. Responsibility as they plant and care	
historic built environments within the locality.	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	Suggested Community Service Learning activities:	
recite poems on the importance of historic built	Plant and care for vegetation at school. Conserve	
environments. Agriculture, Science, Technology as they	historical buildings within the locality to promote	
plant, and care for vegetation at school.	patriotism.	

Suggested Formative Assessment Rubric

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

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

Strand	Sub-Strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Question (s)
2.0 People,	2.1 Language	By the end of the sub-	Learners are guided to:	What happens
Population	groups in Eastern	strand, the learner should	• Find out from	when people
and Social	Africa	be able to:	parents/guardians and	move and settle
Organizations		a) Classify	elders about the myths	in a new place?
	(5 Lessons)	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.	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.	w v p v v

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			of unity among language	
			groups in Eastern Africa.	
2	2.2 Population	By the end of the sub-	Learners are guided to:	Why are some
	distribution in	strand, the learner should	• Find out the meaning of	parts of Eastern
1	Eastern Africa	be able to:	population distribution	Africa more
		a) Explain factors	and share in class.	populated than
	(3 lessons)	influencing	Brainstorm, in pairs, on	others?
		population	factors influencing	
		distribution in	population distribution in	
		Eastern Africa.	Eastern Africa and share	
		b) Use a map of Eastern	in class.	
		Africa to show	• Identify areas of high and	
		population	low population density in	
		distribution.	Eastern Africa using	
		c) Explain effects of	appropriate media.	
		high population	• In pairs, draw a map of	
		density in Eastern	Eastern Africa and locate	
		Africa to promote	areas of high and low	
		communication and	population density.	
		collaboration.	• Discuss, in groups, the	
		d) Appreciate	effects of high population	
		population	density in Eastern Africa	
		distribution in	and write a report.	
		Eastern Africa.	_	

2.3 Culture and	By the end of the sub-	 Create a poem on population distribution in Eastern Africa. Share with parents /guardians the effects of high population density in Eastern Africa. Learners to be guided to: 	How would we
Social organization 2.3.1 Culture (4 lessons)	strand, the learner should be able to: a) Describe age groups and age sets in African traditional society. b) Explain the	 Brainstorm, in pairs, the meaning of age groups and age sets and share in class. Discuss, in groups, the functions of clans and 	preserve positive aspects of African traditional culture?
	functions of a clan in society to promote social cohesion. c) Discuss aspects of African traditional culture that ought to be preserved.	 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 	

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	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	By the end of the sub-	Learners to be guided to:	How does the
Community	strand, the learner	Brainstorm, in pairs, to	school relate
	should be able to:	identify ways in which	with the
(3 lessons)	a) Identify ways in	the school collaborates	community?
	which the school	with the community.	
	collaborates with	Share experiences on	
	the community.	school collaboration	
	b) Explain the benefits	with the community.	
	of collaboration	 Discuss, in groups, and 	
	between school and	list benefits of	
	the community.	collaboration between	
	c) Demonstrate ways	the school and	
	in which the school		

	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. 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.	
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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.

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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

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

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

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

Strand	Sub-Strand	Specific Learning	Suggested Learning	Key Inquiry
		Outcomes	Experiences	Question (s)
3.0 Resources	3.1 Agriculture 3.1.1 Farming	By the end of the sub- strand the learner should be	Learners are guided to:Think pair and share	How do we benefit from
and Economic Activities in Eastern Africa	methods (3 lessons)	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	 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 	large-scale farming?

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

	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	By the end of the sub- strand, the learner should be able to:	Learners are guided to: • Locate on a map the main fishing	How important is fishing to us?
(5 lessons)	a) Draw a map of Eastern Africa and locate marine and inland fishing grounds.	grounds in Eastern Africa using digital devices. • Find out, in groups, the marine methods of fishing in Eastern	

 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 	Africa and share in class. Illustrate methods of marine fishing in Eastern Africa using appropriate media. Brainstorm, in groups, on challenges facing
facing fishing in Eastern Africa. d) Formulate possible	Eastern Africa using appropriate media. • Brainstorm, in

		learn more about fishing as an enterprise project.	
3.2 Wildlife and Tourism in Eastern Africa (5 lessons)	By the end of the substrand 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 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	By the end of the sub-	Learners are guided to:	How does
Eastern Africa	strand the learner should be able to:	• Identify, in groups, transport networks	transport influence economic
(4 lessons)	a) Use digital devices to	in Eastern Africa	development of
, ,	identify the main		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	By the end of the sub-	Learners are guided to:	How does
in Eastern Africa	strand, the learner should be able to:	Think pair and share means of	communication network influence
(4 lessons)	 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. 	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	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 substrand, 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	 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 	How can we reclaim areas affected by mining in our country?
	Africa. d) Explain the effects of mining on the	digital devices (Soda Ash in Kenya, Gold in Tanzania,	

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.

Terminate services to enumering the services in E	
Link To Pertinent And Contemporary Issues (Pics): Self-	Values: Patriotism as they write essays on
Awareness As Learners Create Posters On Means Of	the effects of mining on the environment and
Communication Used In East Africa. Environmental Education	possible solutions. Respect as they listen to a
As They Discuss Effects Of Mining On The Environment. Road	resource person on challenges facing tourism
Safety As They Identify Challenges Facing Transport Networks.	in Eastern Africa and fishing as an enterprise
	project.
Links To Other Learning Areas: Language As They Write	Suggested Community Service Learning
Essays On Effects Of Mining On The Environment. Art And	activities: Participate in conservation of
Craft As They Create Posters On Means Of Communication.	wildlife walk/run
Science And Technology As They Discuss Transport And	
Communication.	

Suggested Formative Assessment Rubric

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

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

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

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

 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).
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4.2 Regional	By the e
co-operations	strand, tl
in Eastern	should b
Africa	a) State
	objec
(4 lessons)	Afric
	Com
	b) Mod
	Easte
	show
	state
	Afric
	Com
	prom
	and i
	c) Expl
	bene

By the end of the substrand, 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 AfricanCommunity 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	By the end of the	Learners are guided to: How c	an we
		sub-strand, the	• Discuss, in pairs, their rights demon	nstrate
	(3 lessons)	learner should be	•	titizenship
		able to:	share in class. in our	country?
		a) Identify the	Brainstorm, in groups, and	
		rights and	list rights and	
		responsibilities	responsibilities of a Kenyan	
		of a Kenyan	citizen.	
		citizen.	Use digital devices to	
		b) Discuss the	identify rights and	
		values of a good	responsibilities of a Kenyan	
		Kenyan citizen.	citizen.	

	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) F 1 : C	
(4	a) Explain causes of	countries in society and
lessons)	conflicts in	share in class.
	society.	Find out causes of conflicts
	b) Use peaceful	among society using
	methods to	appropriate media.
	resolve conflicts	Discuss, in groups, and list
	in society to	peaceful methods of
	promote critical	resolving conflicts in
	thinking and	society.
	problem solving.	Role-play peaceful
	c) Design a poster	methods of resolving
	on ways of	conflicts in school.
	promoting peace	Discuss, in groups, the
	in society to	benefits of resolving
	promote	conflicts peacefully in
	creativity and	society and do class
	imagination.	presentation.
	d) Demonstrate	Participate in resolving
	ability to	conflicts peacefully in
	promote peace in	school.
	society.	Find out from parents
		/guardians or elders ways
		in which conflicts are

45 Covernos	Desther and of the sub	 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. 	Why should we
4.5 Governance	By the end of the substrand the learner	Learners are guided to:	Why should we
in Kenya	should be able to:	• Brainstorm, in groups, on the meaning of revenue and share	pay taxes to the government?
4.5.1 Sources of	a) Use digital	with peers.	government:
Government	devices to find out	Use digital devices to find out	
Revenue and	sources of revenue	sources of revenue for	
Expenditure	for National	National Government in	
	Government in	Kenya.	
(4 lessons)	Kenya.	• Discuss, in groups, sources of	
	b) Examine ways in	government revenue in	
	which the	Kenya.	
	National and	Use appropriate media to find out how the National and	
	County	out now the mational and	

4.5.2.77	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.	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	By the end of the sub-	Learners are guided to:	How does the
Preamble of	strand, the learner	Brainstorm, in pairs, the	Constitution
the	should be able to:	meaning of a constitution and	enhance unity in
Constitution	a) Use digital	share.	the country?
of Kenya.	devices to identify		

(3 lessons)	 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. e 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. 	
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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

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. **Critical thinking and problem solving** as they discuss sources and expenditure of government revenue in Kenya. **Critical thinking and problem solving** as they discuss sources and expenditure of government revenue in Kenya. **Critical thinking and problem solving** as they 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.

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.

Values: Respect as they appreciate early forms of governments in Eastern Africa. Unity as they roleplay 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.

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. Share messages on

them in strategic points in school. Share messages on peace with members of the community and display posters on values of a good citizen in strategic positions.

Suggested Formative Assessment Rubric

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

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

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

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

Strand	Sub-Strands	Suggested	Suggested Learning	Non-Formal Activities
		Assessment	Resources	
		Methods		
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 	 Drawing, colouring and displaying the map of Eastern Africa in class. Playing games in groups on position and sizes of countries in Eastern Africa. Drawing latitudes and longitudes on a sketch map of Eastern Africa. 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 	 Drawing a map of Eastern Africa and locating the main physical features and display in class. Exploring and identifying the physical features within the locality.
1.3 Climatic regions in Eastern Africa	a) Oral Questionsb) Teacher-made testsc) Observationd) Project Work	 Local and extended environment Real objects Maps Photographs, pictures and paintings 	 Model a map of Eastern Africa showing the main climatic regions. 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 	 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

		 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 	 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 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 Questionsb) Teacher-made testsc) Observation	 Local and extended environment Maps Photographs, pictures and paintings TV/video/films/slides/ Internet sources Live radio broadcasts 	 Debate on the stories and myths of origin, movement and settlement of different language groups. Do library research and write down the communities in

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 	 Draw a map of Eastern Africa in pairs, and locate areas of high and low population density. Create a poem on population distribution in Eastern Africa. 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 	 Develop posters on aspects of African traditional culture that ought to be preserved. 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 	3. Share with parents/guardians on aspects of African traditional culture that ought to be preserved.
		Magazines/journalsLibraries	
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 	 Sing songs on the benefits of collaboration between school and the community. Suggest and carry out a project in collaboration with the community to

3.0 Resources and Economic Activities in Eastern Africa	Iture a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Portfolio.	 printed resources Resource persons Newspaper cuttings Magazines/journals Libraries 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 	support community service learning. 3. Role-play ways in which school collaborates with the community. 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
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		LibrariesDisplay boards	their choice within the school 5. Find information on beef farming using digital devices
3.3 Fishing in Eastern Africa	a) Oral Questionsb) Teacher-made testsc) 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 	 Create fish and fishing grounds conservation messages and display them in class Locate on a map the main fishing grounds in Eastern Africa using digital devices Illustrate methods of marine fishing in Eastern Africa using appropriate media Create communication messages on fishing and display in class

То	4 Wildlife and ourism in astern 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 	 Engage a resource person to learn more about fishing as an enterprise Develop charts on challenges and solutions associated with tourism Write essays on ways of promoting tourism in Eastern Africa Visit a nearby tourist attraction site and write a report
	5 Transport in astern Africa	a) OralQuestionsb) Teacher-made	 and other printed resources Resource persons Newspaper cuttings Libraries Display boards Local and extended environment Maps 	1. Develop posters on benefits of improved transport
		tests	r	network and

	c) Observation	Flash cards and	display them in
	, 55501, 441511	posters	school
		TV/video/films/slides/	2. Draw a map of
		Internet sources	Eastern Africa and
		Vetted digital	indicate the main
		resources, educational	transport networks
		computer games	1
		 Approved textbooks 	
		and other printed	
		resources	
		Newspaper cuttings	
		Libraries	
3.6	a) Oral	Real objects	1. Find out challenges
Communication	Questions	Maps	facing
in Eastern	b) Teacher-made	Flash cards and	communication
Africa	tests	posters	networks in Eastern
	c) Observation	TV/video/films/slides/	Africa using digital
	d) Project Work	Internet sources	resources/appropriate
	e) Checklist	Live radio broadcasts	media and write a
	d) Portfolio	Vetted digital	report
		resources, educational	2. Create posters on
		computer games	means of
		compater games	communication used
			in Eastern Africa

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

		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)
co	2 Regional o-operations in astern 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 	 Model a map showing member states of East African Community 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 Cit	a) Oral Questions b) Teacher-madtests c) Observation d) Project Work e) Portfolio	posters • TV/video/films/slides/	 Suggesting and sharing with community leaders messages on sustainable peace in the community Develop posters on values of a good citizen and post them in strategic positions in school Find out from parents/guardians or elders on ways of

4.4 Governance in Kenya	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	 Magazines/journals Libraries Display boards Local and extended environment Photographs, pictures and paintings Flash cards and posters TV/video/films/slides/ Internet sources 	promoting patriotism as Kenyan citizens 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
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Grade 6 Curriculum Design