GRADE 5 SCHEMES OF WORK

SOCIAL STUDIES

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

Contact us for Complete Schemes of work
Mr Isaboke 0746 222 000 /0742 999 000

MWALIMU CONSULTANCY

GRADE 5 SOCIAL STUDIES SCHEME OF WORK TERM 1

WEEK	LESSON	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCE	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENTS	REMARKS
1	1	NATURAL AND BUILT ENVIRONMENTS	Natural Environment- Elements of a map	By the end of the sub strand, the learner should be able to; • Explain what a map is • Look at map samples and identify elements of a map • Have fun studying given maps	Learners are guided to: •Identify elements of a map in groups, using a sketch map/wall map/atlas/age-appropriate map. (Title, frame, key/legend, scale, compass)	What is a map?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Internet sources Our lives today social studies page 1-5	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	NATURAL AND BUILT ENVIRONMENTS	Natural Environment- Elements of a map	By the end of the sub strand, the learner should be able to; • Identify the key elements of a map • Read and interpret maps using the key elements • Appreciate use of maps in daily life.	Learners are guided to: •Identify elements of a map using digital resources •Draw a sketch map and indicate the elements •Practice reading and interpreting a map using the element	How do we use maps in our daily lives?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Internet sources Our lives today social studies page 6-9	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	NATURAL AND BUILT ENVIRONMENTS	Natural Environment Elements of a map	By the end of the sub strand, the learner should be able to; • Discuss importance of title in a map • Draw the symbols that could be used to show a river, forest or house • Have fun using maps in our daily lives	Learners are guided to: Discuss importance of title in a map Draw the symbols that could be used to show a river, forest or house	What elements do maps have?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Internet sources Our lives today social studies page 8-9	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

2	1	NATURAL AND BUILT ENVIRONMENTS	Location, position and size of Kenya	By the end of the sub strand, the learner should be able to; • Identify the location of Kenya in Africa's map • Draw a map of Kenya and indicate her neighbours. • Appreciate Kenya and her neighbouring countries.	Learners are guided to: •Use an atlas/appropriate media in groups, to identify the position of Kenya in relation to her neighbours •Draw a map of Kenya and indicate her neighbours	How would you give the location and position of Kenya?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Internet sources Our lives today social studies page 9-10	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	NATURAL AND BUILT ENVIRONMENTS	Location, position and size of Kenya	By the end of the sub strand, the learner should be able to; • Locate the position of Kenya in relation to her neighbours • Describe the position and size of Kenya in relation to her neighbours • Appreciate the size of Kenya in square kilometres	Learners are guided to: •Find out the size of Kenya using digital resources and share in class •Draw a map of Kenya and indicate the size in square Kilometres.	How do you locate a given place?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 10-11	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	NATURAL AND BUILT ENVIRONMENTS	Location, position and size of Kenya	By the end of the sub strand, the learner should be able to; • Discuss importance of having good relations neighbouring countries. • Write an essay about Kenya and her neighbours • Appreciate the use of maps in daily life	Learners are guided to: •Use appropriate media in pairs, to find the importance of having good relations neighbouring countries. •Write an essay on Kenya and her neighbours	What is the importance of having good relations?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 12-13	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

3	1	NATURAL AND BUILT ENVIRONMENTS	Main physical features in Kenya- Relief and drainage features	By the end of the sub strand the learner should be able to; • Give examples of relief and drainage features in Kenya • Study given maps and identify relief and drainage features • Appreciate relief features in Kenya	Learners are guided to: •Explore the immediate environment to identify the physical features •Brainstorm in groups, and identify physical features found in Kenya (Relief and drainage)	What are examples of relief features in Kenya?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 14-17	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	NATURAL AND BUILT ENVIRONMENTS	Main physical features in Kenya	By the end of the sub strand, the learner should be able to; • Identify the main physical features in Kenya • Locate the main physical features in Kenya on a map • Appreciate the physical features found in Kenya	Learners are guided to: •Brainstorm in groups, and identify physical features found in Kenya (Relief and drainage) •Locate the main physical features in Kenya using a sketch map/ atlas •Draw a map of Kenya and locate the main physical features	Where are the main physical features found in our country?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 18-20	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	NATURAL AND BUILT ENVIRONMENTS	Main physical features in Kenya	By the end of the sub strand , the learner should be able to; • Explain importance of some of the physical features in Kenya • Draw the map of Kenya and show where the physical features are • Have fun visiting some of Kenya's features	Learners are guided to: •Draw a map of Kenya and locate the main physical features •Collect and display maps/pictures showing the	What is the importance of physical features in Kenya?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 18-20	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

					main physical features in Kenya				
4	1	NATURAL AND BUILT ENVIRONMENTS	Weather and Climate in Kenya	By the end of the sub strand, the learner should be able to; • Define weather and climate. • Think, pair and share on elements of weather in the environment • Appreciate the different weather patterns in Kenya	Learners are guided to: •Make oral phrases that give description of weather •Find out the meaning of climate using appropriate media •Brainstorm in pairs the difference between weather and climate and share with peers •Think, pair and share on elements of weather	What is climate ?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 21-24	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	NATURAL AND BUILT ENVIRONMENTS	Weather and Climate in Kenya	By the end of the sub strand, the learner should be able to; • Describe the different climatic conditions in different regions in Kenya • Locate the main climatic regions in Kenya using appropriate media/ a map of Kenya. • Appreciate the main climatic regions in Kenya	Learners are guided to: Find out from relevant sources the elements of weather and write down key points •Locate in pairs, the main climatic regions in Kenya using appropriate media/ a map of Kenya	What weather Conditions do we experience in our environment?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 26-28	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	NATURAL AND BUILT	Weather and Climate in Kenya	By the end of the sub strand, the learner should be able to; • Discuss the characteristics of the	Learners are guided to: •Discuss in groups the characteristics	What are the characteristics of main	•Local and extended environment •Real objects •Maps	a) Oral Questions b) Teacher made tests	

		ENVIRONMENTS		main climatic regions in Kenya. • Play age-appropriate games on the main climatic regions in Kenya • Appreciate the characteristics of different climatic regions in Kenya	of the main climatic regions in Kenya •Play age-appropriate games on the main climatic regions in Kenya using appropriate media	climatic regions in Kenya?	•Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 29-31	c)Observation d)Project Work	
5	1	NATURAL AND BUILT ENVIRONMENTS	Weather and Climate in Kenya	By the end of the sub strand, the learner should be able to; • Outline the different climatic regions on your map. • Model a map of Kenya showing the main climatic regions and display in class. • Have fun modelling a map on climatic regions in Kenya.	Learners are guided to: •Outline the different climatic regions on your map. •Model in groups a map of Kenya showing the main climatic regions and display in class	What weather conditions do we experience in our environment?	•Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources Our lives today social studies page 29-31	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	NATURAL AND BUILT ENVIRONMENTS	The Built Environments	By the end of the sub strand the learner should be able to; • Identify the main historic built environments in Kenya • Locate the main historic built environments in Kenya on a map • Appreciate importance of museums	Learners are guided to: •Think individually and share in pairs on the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings) •Use a map of Kenya, in groups, to locate some of the historic built	What is the importance of historic built environments?	Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources •Artefacts •Museum, Monuments, Cultural and historical sites Our lives today social studies page 32-35	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

					environments				
	3	NATURAL AND BUILT ENVIRONMENTS	The Built Environments	By the end of the sub strand, the learner should be able to; • Explain the importance of caring for historic built environments. • Write down ways of caring for historic built environments. • Appreciate the importance of taking care of historic built environment.	Learners are guided to: •Explain the importance of caring for historic built environments in Kenya	Which historic built environments do you know?	Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources •Artefacts •Museum, Monuments, Cultural and historical sites Our lives today social studies page 35-38	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

OUR LIVES TODAY SOCIAL STUDIES GRADE 5 SCHEMES OF WORK - TERM 2

Week	Lesson	Strand	Sub-Strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya	By the end of the lesson, the learner should be able to: a) Identify what economic activities are. b) Write down and discuss economic activities in Kenya c) Appreciate economic activities carried out in Kenya.	Learners are guided in pairs, in groups or individually to: Identify what economic activities are. Write down and discuss economic activities in Kenya	Which economic activity is carried out in your home area?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 74 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture	By the end of the lesson, the learner should be able to: a) Name the crops grown in the area you come from. b) Write down crops grown and animals kept in Kenya c) Appreciate crops grown and animals kept in Kenya.	Learners are guided in pairs, in groups or individually to: Name the crops grown in the area you come from. Write down crops grown and animals kept in Kenya	Which crops are grown in Kenya?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 75 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture-Subsistence farming	By the end of the lesson, the learner should be able to: a) Identify what subsistence farming is. b) Study the pictures and name the crops grown in subsistence farming. c) Appreciate subsistence farming	Learners are guided in pairs, in groups or individually to: Identify what subsistence farming is. Study the pictures and name the crops grown in subsistence farming.	Which crops do you grow in your home?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 76-77 Local environment Real objects Maps Photographs Flash cards	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	

2	1	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture-Subsistence farming	By the end of the lesson, the learner should be able to: a) Study the pictures and name the animals kept in subsistence farming. b) Write down livestock kept at home and the products they provide. c) Appreciate animals kept in subsistence farming	Learners are guided in pairs, in groups or individually to: Study the pictures and name the animals kept in subsistence farming. Write down livestock kept at home and the products they provide.	Which animals are kept in your home?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 76-77 Local environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture-Subsistence farming	By the end of the lesson, the learner should be able to: a) Discuss the characteristics of subsistence farming. b) Write down your points and share them in class. c) Appreciate the characteristics of subsistence farming	Learners are guided in pairs, in groups or individually to: Discuss the characteristics of subsistence farming. Write down your points and share them in class.	What are the characteristics of subsistence farming?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 77 Local and extended environment Real objects Maps Photographs Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture-Small scale farming	By the end of the lesson, the learner should be able to: a) Explain what small scale farming is. b) Write down the kind of crops grown and animals kept in small scale farming. c) Appreciate small scale farming.	Learners are guided in pairs, in groups or individually to: Explain what small scale farming is. Write down the kind of crops grown and animals kept in small scale farming.	What is small scale farming?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 78 Local and extended environment Real objects Maps Photographs Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
3	1	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture-Small scale farming	By the end of the lesson, the learner should be able to: a) Discuss the characteristics of small-scale farming b) Search for the difference between subsistence and small–scale farming using digital devices c) Appreciate the characteristics of small-scale farming.	Learners are guided in pairs, in groups or individually to: Discuss the characteristics of small-scale farming Search for the difference between subsistence and small–scale farming using digital devices	What are the characteristics of small-scale farming?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 79-80 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

	2	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Agriculture-Small scale farming	By the end of the lesson, the learner should be able to: a) Discuss the importance of farming in Kenya. b) Carry out a project and grow vegetables in sacks c) Appreciate the importance of farming in Kenya.	Learners are guided in pairs, in groups or individually to: Discuss the importance of farming in Kenya. Carry out a project and grow vegetables in sacks	Why is farming important in Kenya?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 81-83 Local and extended environment Maps Photographs Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Dairy farming in Kenya	By the end of the lesson, the learner should be able to: a) Explain the meaning of dairy farming. b) Search for information on dairy farming in Kenya from the internet and share findings in class. c) Appreciate dairy farming in Kenya	Learners are guided in pairs, in groups or individually to: Explain the meaning of dairy farming. Search for information on dairy farming in Kenya from the internet and share findings in class.	Do you practise dairy farming at home?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 84 Local and extended environment Real objects Maps Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
4	1	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Dairy farming in Kenya	By the end of the lesson, the learner should be able to: a) Talk about the factors that encourage daily farming in Kenya. b) Watch a video clip on factors that encourage daily farming in Kenya. c) Appreciate factors that encourage daily farming in Kenya.	Learners are guided in pairs, in groups or individually to: Talk about the factors that encourage daily farming in Kenya. Watch a video clip on factors that encourage daily farming in Kenya.	What makes dairy farming successful?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 85 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Economic activities in Kenya Dairy farming in Kenya	By the end of the lesson, the learner should be able to: a) Identify areas where dairy farming is practised in Kenya from a map. b) Draw a map of Kenya and show the areas where dairy farming is practised. c) Appreciate areas where dairy farming is practised in Kenya.	Learners are guided in pairs, in groups or individually to: Identify areas where dairy farming is practised in Kenya from a map. Draw a map of Kenya and show the areas where dairy farming is practised.	Do people in the area you come from practise dairy farming?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 86-87 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	

	3	RESOURCES AND ECONOMIC ACTIVITIES	The benefits of dairy farming in Kenya	By the end of the lesson, the learner should be able to: a) Find out information from the internet on the benefits of dairy farming in Kenya. b) Discuss the benefits of dairy farming in Kenya. c) Appreciate the benefits of dairy farming in Kenya.	Learners are guided in pairs, in groups or individually to: Find out information from the internet on the benefits of dairy farming in Kenya. Discuss the benefits of dairy farming in Kenya.	What type of dairy farming do the people in your area practise?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 87-88 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
5	1	RESOURCES AND ECONOMIC ACTIVITIES	Challenges facing dairy farming in Kenya	By the end of the lesson, the learner should be able to: a) Identify challenges facing dairy farming in Kenya. b) Write and sing a song about the importance of dairy farming in Kenya. c) Appreciate the importance of dairy farming in Kenya.	Learners are guided in pairs, in groups or individually to: Identify challenges facing dairy farming in Kenya. Write and sing a song about the importance of dairy farming in Kenya.	How can the challenges facing dairy farming be addressed?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 88-90 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Horticulture in Kenya	By the end of the lesson, the learner should be able to: a) Identify and name crops grown under horticulture in Kenya from pictures, charts or video clips. b) Group the list into vegetables, flowers and fruits. c) Appreciate crops grown under horticulture in Kenya.	Learners are guided in pairs, in groups or individually to: Identify and name crops grown under horticulture in Kenya from pictures, charts or video clips. Group the list into vegetables, flowers and fruits.	What is horticulture?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 90-92 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Horticulture in Kenya	By the end of the lesson, the learner should be able to: a) Find out areas in Kenya where horticulture is practised from the internet or books b) Write down the names of these areas and share the list in class.	Learners are guided in pairs, in groups or individually to: Find out areas in Kenya where horticulture is practised from the internet or books Write down the names of these areas and share the list in class.	Which areas is horticulture practised in Kenya?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 93 Local and extended environment Real objects Maps Photographs	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	

				c) Appreciate areas where horticulture is practised in Kenya.			Flash cards Posters		
6	1	RESOURCES AND ECONOMIC ACTIVITIES	Horticulture in Kenya	By the end of the lesson, the learner should be able to: a) Discuss ways in which horticulture is important to the economy of Kenya. b) Write down the contributions of horticulture to the economy of Kenya c) Appreciate the contributions of horticulture to the economy of Kenya.	Learners are guided in pairs, in groups or individually to: Discuss ways in which horticulture is important to the economy of Kenya. Write down the contributions of horticulture to the economy of Kenya	In which ways is horticulture important to the economy of Kenya?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 94-96 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Mining in Kenya	By the end of the lesson, the learner should be able to: a) Explain what mining is. b) Search for the mineral resources found in Kenya and write down the names of these minerals. c) Appreciate minerals found in Kenya	Learners are guided in pairs, in groups or individually to: Explain what mining is. Search for the mineral resources found in Kenya and write down the names of these minerals.	Which minerals do you know?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 97 Local environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Mining in Kenya	By the end of the lesson, the learner should be able to: a) Identify where major minerals are located in Kenya from a map. b) Draw a map of Kenya and mark where major minerals are found in Kenya c) Appreciate the location of major minerals in Kenya.	Learners are guided in pairs, in groups or individually to: Identify where major minerals are located in Kenya from a map. Draw a map of Kenya and mark where major minerals are found in Kenya	Which minerals are found in Kenya?	Our Lives Today Social Studies Learner's Book Grade 5 Pg. 97-98 Local and extended environment Real objects Maps Photographs Flash cards Posters	Oral Questions Teacher made tests Journaling Portfolio Observation Project Work	

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

OUR LIVES TODAY SOCIAL STUDIES GRADE 5 SCHEMES OF WORK - TERM 3

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Learning Experience	Key Inquiry Questions	Learning Resources	Assessments Methods	Reflection
1	1	RESOURCES AND ECONOMIC ACTIVITIES	Communication in Kenya	By the end of the lesson, the learner should be able to; • Explain what communication is. • Look at pictures and explain whether you have ever taken part in any of the activity shown. • Appreciate activities that promote communication.	Learners are guided to explain what communication is. In pairs, Look at pictures and explain whether you have ever taken part in any of the activity shown.	What is the meaning of communication?	• Our lives today social studies page 131-132 •Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Communication in Kenya	By the end of the lesson, the learner should be able to; • Name and discuss modern means of communication in Kenya. • Write down different means of modern transport. • Appreciate modern means of transport in Kenya.	Learners are guided name and discuss modern means of communication in Kenya. Learner to write down the modern means of communication.	What are the modern mans of transport?	• Our lives today social studies page 132-136 •Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Communication in Kenya	By the end of the lesson, the learner should be able to; • Discuss the importance of modern means of communication • Write down descriptions of the different means of transport. • Appreciate the importance of modern means of transport.	In groups, Discuss the importance of modern means of communication. Learner to write down descriptions of different means of communication.	What is the importance of modern means of transport?	• Our lives today social studies page 132-136 •Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

2	1	RESOURCES AND ECONOMIC ACTIVITIES	Communication in Kenya	By the end of the lesson, the learner should be able to; • Find more information on modern means of communication. • Open a paint application on a digital device and draw a radio, a television, a mobile phone and a computer • Appreciate drawing modern means of communication	Learners to find more information on modern means of communication. Individually, Open a paint application on a digital device and draw a radio, a television, a mobile phone and a computer	How would it be if there were no modern means of transport?	• Our lives today social studies page 132-136 •Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political change	By the end of the lesson, the learner should be able to; • Name some leaders in your community. • Write down the roles of the leaders in your community. • Appreciate traditional leaders in the community.	Learners are guided to: Identify and name traditional leaders in your community. Learner to write the roles of the leaders in his/her community.	What are the roles of traditional leaders in the society?	Our lives today social studies page 137-138 •Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political change	By the end of the lesson, the learner should be able to; • Identify and name traditional leaders in your community. • Find out the roles of traditional leaders in the society and write them down. • Appreciate traditional leaders in the community.	Learner to identify and name traditional leaders in your community. Find out the roles of traditional leaders in the society from relevant books or the internet and write them down.	Do you have leaders in your community ?	Our lives today social studies page 137-138 •Local and extended environment •Real objects •Maps •Photographs, pictures and paintings •Flash cards and posters •Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

3	1	RESOURCES AND ECONOMIC ACTIVITIES	Leadership and Political change	By the end of the lesson the learner should be able to; • Use digital devices to find out the contributions of Kivoi wa mwendwa and Mekatilili wa Menza as leaders. • Write a short report on each leader, emphasizing their contributions • Appreciate the contributions of Kivoi wa mwendwa and Mekatilili wa Menza.	Learners are guided to use digital devices to find out the contributions of Kivoi wa mwendwa and Mekatilili wa Menza as leaders. Learner to write a short report on each leader, emphasizing their contributions	Who is a traditional leader?	Our lives today social studies page 139-140 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources •Display boards	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss the differences between Kivoi wa Mwendwa and Mekatilili wa Menza • Make a chart using the points discussed and display in class for reference. • Appreciate the differences between Kivoi wa Mwendwa and Mekatilili wa Menza	Learners are guided to discuss the differences between Kivoi wa Mwendwa and Mekatilili wa Menza In groups, make a chart using the points discussed and display in class for reference.	Which qualities of good leadership did you learn from traditional leaders?	Our lives today social studies page 141 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources •Display boards	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss the similarities between Kivoi wa Mwendwa and Mekatilili wa Menza • Make a chart using the points discussed and display in class for reference. • Appreciate areas where dairy farming is practised in Kenya	Learners are guided to discuss the similarities between Kivoi wa Mwendwa and Mekatilili wa Menza Learner to make a chart using the points discussed and display in class for reference.	What are the similarities between Kivoi wa Mwendwa and Mekatilili wa Menza?	Our lives today social studies page 141 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources •Display boards	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

4	1	RESOURCES AND ECONOMIC ACTIVITIES	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss the contributions of traditional leaders in the society. • Draw and colour the pictures of Kivoi wa Mwendwa and Mekatilili wa menza • Appreciate the contributions of traditional leaders in the society	In groups, Discuss the contributions of traditional leaders in the society. Learner to draw and colour the pictures of Kivoi wa Mwendwa and Mekatilili wa menza	What have you learnt from traditional leaders?	Our lives today social studies page 141 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources •Display boards	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss early forms of government among the Maasai and Ameru. • Write short essays about forms of government among the Maasai and Ameru. • Appreciate the earl form of government among the Ameru and Maasai.	Learners are guided to: Discuss early forms of government among the Maasai and Ameru. Learner to write short essays about forms of government among the Maasai and Ameru.	Which early forms of government do you know?	Our lives today social studies page 143-145 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss the similarities in the early forms of government between the Ameru and the Maasai. • Prepare a chart on the similarities in the early forms of government between the Ameru and the Maasai. • Appreciate aspects of early forms of government for the Ameru and the Maasai.	Learners are guided to discuss the similarities in the early forms of government between the Ameru and the Maasai. Learner to prepare two charts on the similarities in the early forms of government between the Ameru and the Maasai.	What aspects of the earl forms of government can be borrowed by the government of today?	Our lives today social studies page 146-148 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

5	1	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss the differences in the early forms of government between the Ameru and the Maasai. • Prepare two charts on the differences in the early forms of government between the Ameru and the Maasai. • Appreciate the differences between the government for the Ameru and the Maasai.	Learners are guided to discuss the differences in the early forms of government between the Ameru and the Maasai. Learner to prepare two charts on the differences in the early forms of government between the Ameru and the Maasai	What are the differences between the Ameru and the Maasai governments?	Our lives today social studies page 146-148 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political change	By the end of the lesson, the learner should be able to; • Discuss the form of government in our community that was there in the past. • Write down aspects of the early forms of government that can be borrowed by the government in Kenya today • Appreciate early forms of government in Kenya.	In groups, Discuss the form of government in our community that was there in the past. Learner to write down aspects of the early forms of government that can be borrowed by the government in Kenya today	What aspects of early forms of government can be borrowed by the government of Kenya today?	Our lives today social studies page 146-148 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Citizenship- Good citizenship in Kenya	By the end of the lesson, the learner should be able to; • Discuss ways of becoming a Kenyan citizen. • Search the internet for ways of becoming a Kenyan citizen and write the points down. • Appreciate being a Kenyan citizen.	Learners are guided to: Identify ways of becoming a Kenyan citizen. Search the internet for ways of becoming a Kenyan citizen and write the points down.	Who is a Kenyan citizen?	•Our lives today social studies page 149-151 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

6	1	POLITICAL SYSTEMS AND GOVERNANCE	Citizenship- Good citizenship in Kenya	By the end of the lesson, the learner should be able to; • Discuss what dual citizenship is and how it is acquired. • Write down the conditions and documents needed when a person is applying for dual citizenship • Appreciate dual citizenship.	Learner is guided to discuss what dual citizenship is and how it is acquired. Learner to write down the conditions and documents needed when a person is applying for dual citizenship	What is dual citizenship?	•Our lives today social studies page 151-153 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Citizenship- Good citizenship in Kenya	By the end of the lesson, the learner should be able to; • Discuss ways in which one can lose Kenyan citizenship. • Write a poem about being a good citizen of Kenya. • Aspire to be a good Kenyan citizen	Learners are guided to discuss ways in which one can lose Kenyan citizenship. Learner to write a poem about being a good citizen of Kenya.	What could happen if a person loses Kenyan citizenship?	Our lives today social studies page 153-156 Local and extended environment •Maps •Photographs, pictures and paintings	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Citizenship- national unity in Kenya	By the end of the lesson, the learner should be able to; • Identify and discuss the national symbols in Kenya. • Draw and name the national symbols of Kenya • Appreciate the national symbols in Kenya	Learner is guided to: Identify and discuss the national symbols in Kenya Draw and name the national symbols of Kenya	Which are the national symbols?	Our lives today social studies page 156-160 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
7	1	POLITICAL SYSTEMS AND	Citizenship- national	By the end of the lesson, the learner should be able to;	In groups, Learner is guided to discuss factors that promote	Which factors promote	Our lives today social studies page 160-162 Local and extended environment	a) Oral Questions b) Teacher made tests	

		GOVERNANCE	unity in Kenya	• Discuss factors that promote national unity in Kenya. • Practise singing the national anthem in Kiswahili and English. • Appreciate factors that promote national unity in Kenya.	national unity in Kenya. Learner to practise singing the national anthem in Kiswahili and English.	national unity?	•Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Human rights	By the end of the lesson, the learner should be able to; • Identify and discuss basic human rights. • Write down basic human rights • Appreciate the importance of human rights.	Learners are guided to identify and discuss basic human rights. Learner to find out the importance of human rights and write the points down.	What are human rights?	•Our lives today social studies page 163-167 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Human rights	By the end of the lesson, the learner should be able to; • Talk about the importance of human rights. • Write things you will do to show respect for human rights at school and at home • Appreciate the importance of human rights.	Learners are guided to talk about the importance of human rights. Learner to write things you will do to show respect for human rights at school and at home	Why are human rights important?	•Our lives today social studies page 163-167 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	
8	1	POLITICAL SYSTEMS AND GOVERNANCE	Governance in Kenya-Democracy in society	By the end of the lesson, the learner should be able to; • Identify types of democracy in Kenya. • Write down the benefits of democracy in the society. • Appreciate the types of democracy in Kenya.	In groups, learner is guided to mention types of democracy in Kenya. Learner to write down the benefits of democracy in the society.	What is democracy?	•Our lives today social studies page 168-171 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

	2	POLITICAL SYSTEMS AND GOVERNANCE	Governance in Kenya-Electoral process in Kenya	By the end of the lesson, the learner should be able to; • Discuss reasons why voting is important in Kenya. • Search the internet for the elective political positions in Kenya and write them down. • Appreciate the importance of voting.	Learners are guided to discuss reasons why voting is important in Kenya. Learners to search the internet for the elective political positions in Kenya.	What is voting?	•Our lives today social studies page 172-174 Local and extended environment •Maps •Photographs, pictures and paintings •Flash cards and posters •TV/video/films/slides/ Internet sources	a) Oral Questions b) Teacher made tests c)Observation d)Project Work e) Anecdotal Records f) Checklist g) Portfolio	

FOR COMPLETE SCHEMES OF WORK FOR TERM 3,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

THE END

FOR THE FOLLOWING;

- ✓ **ONLINE TUITION**
- ✓ **REVISION NOTES**

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

- ✓**SCHEMES OF WORK**
- ✓**SETBOOKS VIDEOS**
- ✓**TERMLY EXAMS**
- ✓**QUICK REVISION KITS**
- ✓**KCSE PREMOCKS**
- ✓**TOP SCHOOLS PREMOCKS**
- ✓**KPLEA JOINT PREMOCKS**
- ✓**TOP SCHOOLS MOCKS**
- ✓**KPLEA JOINT MOCKS**
- ✓**KJSEA POSTMOCKS**
- ✓**TOP SCHOOLS PREDICTIONS**
- ✓**FINAL EXAM PREDICTIONS**
- ✓**KPLEA REVEALED SETS**

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

CALL/TEXT/WHATSAPP

0746 222 000 / 0742 999 000

mwalimuconsultancy@gmail.com

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

THIS IS A PROPERTY OF MWALIMU CONSULTANCY

Powered By Mr Isaboke.

SUCCESS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.