GRADE 6 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

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Mr Isaboke 0746 222 000 / 0742 999 000

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GRADE 6 RATIONALIZED SOCIAL STUDIES SCHEME OF WORK TERM 1

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REF
1	1	Natural And the Built Environments	Position and Size of Countries in Eastern Africa	By the end of the lesson , the learner should be able to:- a) Name the countries of Eastern Africa. b) Draw map showing countries of Eastern Africa. c) Support the unity of Eastern African countries.	-How would we describe the position of countries in Eastern Africa?	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.	*KLB Visionary social studies Grade 6* Learner's Book Page 1-2 Trs Guide Page 1 -wall map	Oral questions -written tests	
	2	Natural And the Built Environments	Position and Size of Countries in Eastern Africa	By the end of the lesson , the learner should be able to:- a) Describe the position and size of countries in Eastern Africa b) Identify the position of Eastern Africa Countries c) Support the unity of Eastern African countries.	How do we enhance unity of Eastern African countries?	Learners are guided to: - Draw, colour and display the map of Eastern Africa in class. -Play games in groups on position and sizes of countries in Eastern Africa	KLB Visionary social studies *Grade 6* Learner's Book Page 3 Trs Guide Page 3 -maps, pictures, digital devices	Oral questions -written tests	
	3	Natural And the Built Environments	Position and Size of Countries in Eastern Africa	By the end of the lesson , the learner should be able to:- a) Describe latitude and longitude b) Use latitudes and longitudes to locate places on a map.	How do we locate places on a map?	Learners are guided to: -- Brainstorm in groups on the difference between latitudes and longitudes. -In pairs, identify latitudes and longitudes of Eastern Africa using appropriate media.	KLB Visionary social studies *Grade 6* Learner's Book Page 5-8 Trs Guide Page 4 -maps, pictures, digital devices	Oral questions -written tests	

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				c) Support the unity of Eastern African countries.		-Draw latitudes and longitudes on a sketch map of Eastern Africa. -Practice locating places on a map using latitudes and longitudes using appropriate media. -Sing the East African Community Anthem.			
2	1	Natural And the Built Environments	Main physical features in Eastern Africa	By the end of the lesson, the learner should be able to: a) List the main physical features in Eastern Africa b) Identify the main physical features in Eastern Africa. and collaboration competency. c) Value the physical features within the locality.	What physical features are found in our locality?	Learners are guided to: - Explore and identify the physical features within the locality. -Brainstorm, in pairs, on the meaning of a physical feature. -Discuss, in groups, and identify the main physical features in Eastern Africa	KLB Visionary social studies *Grade 6* Learner's Book Page 12-16 Trs Guide Page 8 -maps -diagrams -internet sources	Oral questions -written tests	
	2	Natural And the Built Environments	Main physical features in Eastern Africa	By the end of the lesson , the learner should be able to:- a) Describe the formation of the main physical features of Eastern Africa to promote communication b) Draw a diagram on formation of various physical features. (Volcanic and block Mountains) c) Value the physical features within the locality.	How are volcanic mountains formed?	Learners are guided to: - Use digital devices to describe the formation of the main physical features in Eastern Africa. -draw diagrams on formation of various physical features	KLB Visionary social studies *Grade 6* Learner's Book Page 16 Trs Guide Page 8 -maps -diagrams -internet sources	Oral questions -written tests	
	3	Natural And the Built	Main physical features	By the end of the lesson , the learner should be able to:-	What is the importance	Learners are guided to: -	KLB Visionary social studies *Grade 6*	Oral questions	

		Environments	in Eastern Africa	a) State main physical in Eastern Africa b) Draw a map of Eastern Africa and locate the main physical features.(Formation of Rift Valley and plains) c) Value the physical features within the locality.	of physical features?	-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.	Learner's Book Page 18 -23 Trs Guide Page 8 -maps -diagrams -internet sources	-written tests	
3	1	Natural And the Built Environments	Climatic regions in Eastern Africa	By the end of the lesson, the learner should be able to: a) Identify the main climatic regions in Eastern Africa. b) Draw a map of Eastern Africa and locate the main climatic regions. c) Appreciate the main climatic regions in Eastern Africa	What are the main climatic regions in Eastern Africa?	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.	KLB Visionary social studies *Grade 6* Learner's Book Page 27 Trs Guide Page 8 -maps -diagrams -internet sources	Oral questions -written tests	
	2	Natural And the Built Environments	Climatic regions in Eastern Africa Equatorial and modified equatorial regions	By the end of the lesson , the learner should be able to:- a) Describe characteristics of-the main climatic regions in Eastern Africa. b) Model a map of Eastern Africa showing the main climatic regions. c) Appreciate the characteristics of the main climatic regions in Eastern Africa	What are the characteristics of climatic conditions in our area?	Learners are guided to: --Discuss, in groups, the characteristics of climatic regions in Eastern Africa, and do class presentations.	KLB Visionary social studies *Grade 6* Learner's Book Page 27-33 Trs Guide Page 12 -maps -diagrams -internet sources	Oral questions -written tests	
	3	Natural And the Built	Climatic regions in Eastern Africa	By the end of the lesson , the learner should be able to:-	What are the characteristics of climatic	Learners are guided to: - -Find out the characteristics of climatic regions in Eastern Africa using digital devices	KLB Visionary social studies *Grade 6*	Oral questions -written tests	

		Environments	Tropical and subtropical region	--Describe characteristics of- the main climatic regions in Eastern Africa. - Model a map of Eastern Africa showing the main climatic regions. -Appreciate the characteristics of the main climatic regions in Eastern Africa	conditions in our area?		Learner's Book Page 28-29 Trs Guide Page Maps, pictures		
4	1	Natural And the Built Environments	Climatic regions in Eastern Africa Mountain region	By the end of the lesson , the learner should be able to:- -Describe mountain climate - Model a mountain showing different type of vegetation to promote creativity and imagination. -Appreciate the climatic regions in Eastern Africa	How do we model various climatic regions on a map?	Learners are guided to: - Model a mountain showing different type of vegetation -observe and compare mountain model with peers	KLB Visionary social studies *Grade 6* Learner's Book Page 28-29 Trs Guide Page 14 -plasticine -clay soil -water	Oral questions -written tests -peer assessment	
	2	Natural And the Built Environments	Climatic regions in Eastern Africa Semi-arid and Desert region	By the end of the lesson , the learner should be able to:- - Describe characteristics of Semi-arid and Desert climatic region - Model a map of Eastern Africa showing the main climatic regions to promote creativity and imagination -Appreciate the climatic regions in Eastern Africa	-how do we model various climatic regions on a map?	Learners are guided to: -- Model a map of Eastern Africa showing the main climatic regions. -observe and compare model maps with peers	KLB Visionary social studies *Grade 6* Learner's Book Page 28-29 Trs Guide Page 14 -plasticine -clay soil -water	Oral questions -written tests -peer assessment	
	3	Natural And the Built Environments	Climatic regions in Eastern Africa	By the end of the lesson , the learner should be able to:- a) Describe how different climate influences human activities. b) Explain how the climate around the school influences human activities. c) Appreciate how different climates	How does climate influence human activities?	Learners are guided to - Use appropriate media to find out how climate influence human activities and share in class.	KLB Visionary social studies *Grade 6* Learner's Book Page 31-32 Trs Guide Page 16 -Diagrams, -maps, -pictures	Oral questions -written tests	

5	1	Natural And the Built Environments	Vegetation in Eastern Africa	By the end of the lesson, the learner should be able to: -Identify the main types of vegetation in Eastern Africa. -Locate the main vegetation types in Eastern Africa --Value vegetation found at home and school.	How do we locate 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 -Identify different types of vegetation in Eastern Africa using pictures/ photos/ print media. -Locate the main vegetation types in Eastern Africa using digital devices.	KLB Visionary social studies *Grade 6* Learner's Book Page 34-41 Trs Guide Page18 -Diagrams, -maps, -pictures	Oral questions -written tests	
	2	Natural And the Built Environments	Vegetation in Eastern Africa	By the end of the lesson , the learner should be able to:- -Draw a map of Eastern Africa and locate the main types of vegetation. -Value vegetation found at home and school.	What is the importance of vegetation?	Learners are guided to: - -Draw and display in class a map indicating the main types of vegetation in Eastern Africa. Illustrate mountain vegetation using a diagram.	KLB Visionary social studies *Grade 6* Learner's Book Page Trs Guide Page -Diagrams, -maps, - pictures	Oral questions -written tests	
	3	Natural And the Built Environments	Vegetation in Eastern Africa	By the end of the lesson , the learner should be able to:- -Describe the characteristics of the main types of vegetation in Eastern Africa. -Plant and later care for vegetation at school to promote environmental education. -Value vegetation found at home and school.	How can we conserve vegetation in our environment	Learners are guided to: - -Discuss, in groups, and describe the characteristics of the main types of vegetation in Eastern Africa. -Plan and write down, in groups, how they will conserve vegetation within the school compound	KLB Visionary social studies *Grade 6* Learner's Book Page 34-39 Trs Guide Page 20 -Diagrams, -maps, -pictures	Oral questions -written tests	

This is a Sample of the Rationalized Scheme of Work.

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GRADE 6 – SCHEMES OF WORK – SOCIAL STUDIES – TERM - 2

WK	L	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	K.I.Q	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	**People, Population and Social Organizations**	**-Culture and Social Organization** **-Culture**	By the end of the lesson, the learner should be able to: - Describe age groups and age sets in African traditional society.	**Learners to be guided to:** **-Brainstorm, in pairs, the** meaning of age groups and age sets and share in class. - -Engage with a resource person on age groups, age sets.	What is the difference between age sets and age groups?	***KLB Visionary social studies ppls bk grade 6*** pg. Newspaper cuttings	Oral questions -written tests	
	2	**People, Population and Social Organizations**	**-Culture**	By the end of the lesson, the learner should be able to: -Explain the functions of a clan in society to promote social cohesion.	**Learners to be guided to:** - Discuss, in groups, the functions of clans and write a summary. --Engage with a resource person on clans. -Find out from parents/ guardians and elders about the importance of clans in society.	What are the functions of a clan?	Learners bk pg. pictures, digital devices	Oral questions -written tests	
	3	**People, Population and Social Organizations**	**-Culture**	By the end of the lesson, the learner should be able to: --state aspects of African traditional culture that ought to be preserved. -Develop a poster on aspects of African traditional culture that ought to be preserved. -Support aspects of African traditional culture that ought to be preserved.	**Learners to be guided to:** : Traditional culture that ought to be preserved. -Sing songs on aspects of African traditional culture that ought to be preserved. -Develop posters on aspects of African -Share with parents/guardians on aspects of African traditional culture that ought to be preserved.	How would we preserve positive aspects of African traditional culture?	Learners bk pg. pictures, digital devices	Oral questions -written tests	
2	1	**People, Population and Social**	**-School and Community**	By the end of the lesson, the learner should be able to:	**Learners to be guided to:** -Brainstorm, in pairs, to identify ways in which the school	How does the school relate with the	Learners bk pg. -maps	Oral questions -written tests	

		Organizations		-Identify ways in which the school collaborates with the community.	collaborates with the community. -Share experiences on school collaboration with the community.	community?	-school and local environment		
	2	**People, Population and Social Organizations**	**-School and Community**	By the end of the lesson, the learner should be able to: - -Explain the benefits of collaboration between school and the community.	**Learners to be guided to:** -Discuss, in groups, and list benefits of collaboration between the school and Community and share in class. Role-play ways in which the school collaborates with the community to promote self-efficacy. Sing songs on the benefits of Collaboration between school and the community.	What are the benefits of collaboration between the school and community?	Learners bk pg. -maps -school and local environment	Oral questions -written tests	
	3	**People, Population and Social Organizations**	**-School and Community**	By the end of the lesson, the learner should be able to: -Demonstrate ways in which the school Collaborates with the community to promote self-efficacy competency. -Support the collaboration between the school and community to promote community service learning.	**Learners to be guided to:** Write an essay on the benefits of collaboration between the school and the community. Suggest and carry out a project in collaboration with the community to support community service learning.	How can we promote community service learning?	Learners bk pg. -school and local environment	Oral questions -written tests	
3	1	**Resources and Economic Activities in Eastern Africa**	**<u>Agriculture</u> - Farming methods**	By the end of the lesson, the learner should be able to: -Use digital devices to find out the characteristics of large scale farming to promote digital literacy.	**Learners are guided to:** -Think pair and share on large-scale farming. -Use digital devices to research on the characteristics of large-scale farming.	How do we benefit from large-scale farming	Learners bk pg. - digital devices – pictures	Oral questions -written tests -peer assessment	

	2	**Resources and Economic Activities in Eastern Africa**	**- Farming methods**	By the end of the lesson, the learner should be able to: -Locate on a map the main areas where large scale farming is practiced in Eastern Africa.	**Learners to be guided to:** • Draw a map of Eastern Africa and locate the main areas where large scale farming is practiced.	What is the importance of large scale learning?	Learners bk pg. – digital devices – pictures	Oral questions -written tests -peer assessment	
	3	**Resources and Economic Activities in Eastern Africa**	**- Farming methods**	By the end of the lesson, the learner should be able to: -Explain the contribution of large scale farming to the economy of Eastern Africa. -Appreciate the contribution large scale farming to the economy of Eastern Africa.	**Learners to be guided to:** Discuss, in groups, the contribution of large-scale farming to the economy of Eastern Africa. -Create communication -messages on importance of large scale farming.	How does farming contribute to the economy?	Learners bk pg. - digital devices – pictures	Oral questions -written tests	
4	1	**Resources and Economic Activities in Eastern Africa**	-Beef Farming in Eastern Africa	By the end of the lesson, the learner should be able to: -Explain factors influencing beef farming in Eastern Africa. -Locate on a map the areas where beef farming is practiced in Eastern Africa.	Learners are guided to: -Brainstorm, in pairs, the meaning of beef farming. -Find out information on beef farming in Eastern Africa using digital devices and write a summary. -Discuss, in groups, factors influencing beef farming in Eastern Africa and share in class. -Draw a map of Eastern Africa and locate areas where beef farming is practiced.	How important is beef farming?	Learners bk pg. -- digital devices – pictures	Oral questions -written tests	
	2	**Resources and Economic Activities in Eastern Africa**	Beef Farming in Eastern Africa	By the end of the lesson, the learner should be able to: -Discuss the contribution of beef farming to the economy of Eastern Africa to promote financial literacy.	**Learners to be guided to:** discuss the contributions of beef farming to the economy of Eastern Africa.	How does beef farming contribute to the economy?	Learners bk pg -- digital devices – pictures	Oral questions -written tests	
	3	**Resources and**	Beef Farming in	By the end of the lesson, the learner should be able to:	**Learners to be guided to:** Brainstorm, in groups, on the challenges facing beef farming	What are the challenges	Learners bk pg.	Oral questions	

		Economic Activities in Eastern Africa	Eastern Africa	-Explain the challenges facing beef farming in Eastern Africa. -Formulate possible solutions to the challenges facing beef farming in Eastern Africa to promote critical thinking and problem solving. -Value beef farming as an economic activity in Eastern Africa.	in Eastern Africa and formulate possible solutions. Create posters on importance of beef farming.	facing beef farming?	- digital devices – pictures	-written tests	
5	1	**Resources and Economic Activities in Eastern Africa**	-Fishing in Eastern Africa	By the end of the lesson, the learner should be able to: -Draw a map of Eastern Africa and locate marine and inland fishing grounds.	**Learners are guided to:** -Locate on a map the main fishing grounds in Eastern Africa using digital devices. --Draw a map of Eastern Africa and locate marine and inland fishing grounds.	How important is fishing to us?	Learners bk pg. -Video clips -maps -posters	Oral questions -written tests	
	2	**Resources and Economic Activities in Eastern Africa**	-Fishing in Eastern Africa	By the end of the lesson, the learner should be able to: -Describe methods of marine fishing in Eastern Africa.	**Learners to be guided to:** --Find out, in groups, the marine methods of fishing in Eastern Africa and share in class. -Illustrate methods of marine fishing Eastern Africa using appropriate media.	Which fishing methods are suitable in Eastern Africa?	Learners bk pg. -Video clips -maps -ch	Oral questions -written tests	
	3	**Resources and Economic Activities in Eastern Africa**	-Fishing in Eastern Africa	By the end of the lesson, the learner should be able to: -Explain challenges facing fishing in Eastern Africa. -Formulate possible solutions to challenges facing fishing in Eastern Africa to promote critical thinking and problem solving competency. -Value fishing as an economic activity to promote poverty eradication.	**Learners to be guided to:** -Brainstorm, in groups, on challenges facing marine fishing in Eastern Africa. - Discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa. -Create communication messages on fishing and display them in class	What challenges are facing fishing?	Learners bk pg. -Video clips -maps -posters	Oral questions -written tests	

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FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

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GRADE 6 RATIONALISED SOCIAL STUDIES SCHEMES OF WORK TERM 3

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	POLITICAL SYSTEMS AND GOVERNANCE	Traditional forms of government in eastern Africa	By the end of the lesson the learner should be able to: -identify traditional forms of government -describe traditional forms of government of the Buganda and Nyamwezi -appreciate aspects of good governance in traditional African societies	How was your community governed in the past?	The learner is guided to: -discuss how communities were ruled in the past - discuss traditional forms of government of the Buganda and Nyamwezi	KLB Visionary social studies Grade 6 page 135	-observation -oral questions	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Traditional forms of government in eastern Africa	By the end of the lesson the learner should be able to: -compare traditional forms of government between the Buganda and Nyamwezi -value aspects of good governance in traditional societies -appreciate aspects of good governance in traditional African societies	Which are similarities between the Buganda and Nyamwezi traditional forms of Government?	The learner is guided to: -discuss similarities between the Buganda and Nyamwezi traditional forms of Government	KLB Visionary social studies Grade 6	-oral questions -written questions	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Traditional forms of government in eastern Africa	By the end of the lesson the learner should be able to: -identify the governance structure among the selected traditional forms of government -use digital devices to find out similarities and differences between selected traditional forms of government	Which are differences between the Buganda and Nyamwezi traditional forms of Government?	-The learner is guided to: -discuss the governance structure among the selected traditional forms of government -use digital devices to find out similarities and differences between selected traditional forms of government	KLB Visionary social studies Grade 6	-oral questions -written questions	

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				-appreciate aspects of good governance in traditional African societies					
2	1	POLITICAL SYSTEMS AND GOVERNANCE	Regional cooperations in eastern Africa	By the end of the lesson the learner should be able to: -state the objectives of East African community -draw a map of East Africa showing member states of East African community -Appreciate the unity of East Africa countries to promote citizenship	Which are the member states of East African community ?	The learner is guided to: - discuss the objectives of East African community - draw a map of East Africa showing member states of East African community	KLB Visionary social studies Grade 6 page 144 -atlas	-oral questions -written questions	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Regional cooperations in eastern Africa	By the end of the lesson the learner should be able to: -state the benefits of East African community to member states -discuss the challenges facing the East African community -Appreciate the unity of East Africa countries to promote citizenship	How would the East African community improve the economy of the member states?	The learner is guided to: -discuss the benefits of East African community to member states -use digital devices to find the challenges facing the East African community	-KLB Visionary social studies Grade 6 -Atlas -digital devices	-oral questions -written questions	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Regional cooperations in eastern Africa	By the end of the lesson the learner should be able to: -identify possible solutions to challenges facing the East African community -sing the East African community anthem - Appreciate the unity of East Africa countries to promote citizenship	Which are possible solutions to challenges facing the East African community ?	The learner is guided to: -discuss possible solutions to challenges facing the East African community -sing the East African community anthem	KLB Visionary social studies Grade 6	-oral questions Written questions	

3	1	POLITICAL SYSTEMS AND GOVERNANCE	citizenship	By the end of the lesson the learner should be able to: -identify the rights and responsibilities of a Kenyan citizen -discuss the values of a good Kenyan citizen -desire to be a good citizen	Which are the rights and responsibilities of a Kenyan citizen?	The learner is guided to: -discuss the rights and responsibilities of a Kenyan citizen -discuss the values of a good Kenyan citizen	KLB Visionary social studies Grade 6 page 152	-oral questions -written questions	
	2	POLITICAL SYSTEMS AND GOVERNANCE	citizenship	By the end of the lesson the learner should be able to: -create songs and poems on values of a good Kenyan citizen to promote creativity and imagination -demonstrate patriotism as a Kenyan citizen	How do we show patriotism in our country?	The learner is guided to: -create songs and poems on values of a good Kenyan citizen -use digital devices to find out ways of promoting patriotism -make posters on values of a good citizen and post them in strategic places in school	-KLB Visionary social studies Grade 6 -digital devices -charts	-oral questions -written questions	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Human rights	By the end of the lesson the learner should be able to: -classify human rights into political, social and economic -use digital devices to find out ways in which human rights are violated -desire to have respect for human rights	How could respect for human rights promote unity in society?	The learner is guided to: -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 a society	-KLB Visionary social studies Grade 6 page 159 -digital devices -charts	-oral questions -written questions	
4	1	POLITICAL SYSTEMS AND GOVERNANCE	Human rights	By the end of the lesson the learner should be able to: -classify human rights into political, social and economic -use digital devices to find out ways in which human rights are violated -desire to have respect for human rights	How could respect for human rights promote unity in society?	The learner is guided to: -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 a society	-KLB Visionary social studies Grade 6 -chart	-oral questions	
	2	POLITICAL SYSTEM	Peace and conflict	By the end of the lesson the learner should be able to:	How could we live	The learner is guided to: -discuss causes of conflicts in the society	-KLB Visionary social	Oral questions	

		S AND GOVERNANCE	resolution	-identify causes of conflicts in the society -use peaceful methods to resolve conflicts in the society -appreciate living in peace	peacefully with others in school?	-discuss and list peaceful methods to resolve conflicts in the society	studies Grade 6 page 165	Written questions	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Peace and conflict resolution	By the end of the lesson the learner should be able to: -identify benefits of resolving conflicts peacefully in the society -design a poster on ways of promoting peace in the society -appreciate living in peace	Which are benefits of resolving conflicts peacefully in the society?	The learner is guided to: -discuss benefits of resolving conflicts peacefully in the society -make a poster on ways of promoting peace in the society	-KLB Visionary social studies Grade 6	oral questions Written questions	
5	1	POLITICAL SYSTEMS AND GOVERNANCE	Peace and conflict resolution	By the end of the lesson the learner should be able to: -identify benefits of resolving conflicts peacefully in the society -design a poster on ways of promoting peace in the society -appreciate living in peace	Which are benefits of resolving conflicts peacefully in the society?	The learner is guided to: -discuss benefits of resolving conflicts peacefully in the society -make a poster on ways of promoting peace in the society	-KLB Visionary social studies Grade 6	Oral questions Written questions	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Sources of government revenue and expenditure	By the end of the lesson the learner should be able to: -state the sources of revenue for the National government in Kenya -outline ways in which the National and county governments in Kenya spend their revenue - appreciate paying of taxes to the government	Which are sources of revenue for the National government in Kenya?	The learner is guided to: - use digital devices to find out sources of revenue for the National government in Kenya -discuss ways in which the National and county governments in Kenya spend their revenue	-KLB Visionary social studies Grade 6 page 172	-oral questions -observation	
	3	POLITICAL SYSTEMS AND GOVERNANCE	Sources of government revenue and expenditure	By the end of the lesson the learner should be able to: -state the sources of revenue for the National government in Kenya -outline ways in which the National and county governments in Kenya spend their revenue -appreciate paying of taxes to the government	Which are sources of revenue for the National government in Kenya?	The learner is guided to: - use digital devices to find out sources of revenue for the National government in Kenya - discuss ways in which the National and county governments in Kenya spend their revenue	-KLB Visionary social studies Grade 6 -digital devices	-oral questions	

6	1	POLITICAL SYSTEMS AND GOVERNANCE	Sources of government revenue and expenditure	By the end of the lesson the learner should be able to: - -state the importance of paying tax to the government -outline how the national and county governments in Kenya spend their revenue - appreciate paying of taxes to the government	Why should we pay taxes to the government?	The learner is guided to: -discuss the importance of paying tax to the government -use digital devices to find out how the national and county governments in Kenya spend their revenue -create posters on importance of paying tax to the government	-KLB Visionary social studies Grade 6 -digital devices	-oral questions -written questions	
	2	POLITICAL SYSTEMS AND GOVERNANCE	Sources of government revenue and expenditure	By the end of the lesson the learner should be able to: - -state the importance of paying tax to the government -outline how the national and county governments in Kenya spend their revenue -appreciate paying of taxes to the government	Why should we pay taxes to the government?	The learner is guided to: -discuss the importance of paying tax to the government -use digital devices to find out how the national and county governments in Kenya spend their revenue -create posters on importance of paying tax to the government	-KLB Visionary social studies Grade 6 -digital devices	-oral questions -written questions	
	3	POLITICAL SYSTEMS AND GOVERNANCE	The preamble of the constitution of Kenya	By the end of the lesson the learner should be able to: - -identify key words in the preamble of the constitution of Kenya -interpret the meaning of the preamble of the constitution of Kenya -appreciate the constitution of Kenya to promote social cohesion	What is a constitution?	The learner is guided to: -use digital devices to identify key words in the preamble of the constitution of Kenya -engage with a resource person to interpret the preamble of the constitution of Kenya	-KLB Visionary social studies Grade 6 page 169 -digital devices -print out of the constitution of Kenya	-oral questions -written questions	

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CONTACT MR ISABOKE

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- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
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