

GRADE 10 HISTORY AND CITIZENSHIP SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.0 Themes in Kenyan History and Citizenship	1.1 Linguistic groups in Kenya	By the end of the lesson, the learner should be able to explore the linguistic groups in Kenya.	How can you promote harmonious living among the diverse communities of Kenya?	The learner is guided to brainstorm on the identities of the linguistic groups in Kenya.	Curriculum Design (2024) pg 1; Digital devices	Oral questions	
	2			By the end of the lesson, the learner should be able to identify the linguistic groups in Kenya.		The learner is guided to discuss and write on charts/posters the linguistic groups in Kenya.	Curriculum Design (2024) pg 1; Charts, Marker pens	Observation	
	3			By the end of the lesson, the learner should be able to discuss the causes of migration of linguistic groups.		The learner is guided to investigate the causes of migration of the linguistic groups.	Curriculum Design (2024) pg 1; Textbooks	Written test	
	4			By the end of the lesson, the learner should be able to discuss the effects of migration and settlement of		The learner is guided to investigate the effects of migration, settlement and	Curriculum Design (2024) pg 1; Digital resources	Oral questions	

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				linguistic groups.		expansion of the linguistic groups.			
2	1			By the end of the lesson, the learner should be able to trace the migration routes of linguistic groups.		The learner is guided to use an atlas to draw a map of Kenya and locate the migration routes.	Curriculum Design (2024) pg 1; Atlas, Wall map	Portfolio	
	2			By the end of the lesson, the learner should be able to trace the settlement areas of linguistic groups.		The learner is guided to use an atlas to locate the settlement areas of the linguistic groups in Kenya.	Curriculum Design (2024) pg 1; Atlas, Drawing book	Portfolio	
	3			By the end of the lesson, the learner should be able to apply the knowledge of diverse communities to promote social cohesion.		The learner is guided to role play cultural exchange among the linguistic groups in Kenya.	Curriculum Design (2024) pg 1; Costumes/Props	Observation	
	4			By the end of the lesson, the learner should be able to appreciate the diversity of communities in Kenya.		The learner is guided to compose a song or poem on cultural diversity of linguistic groups.	Curriculum Design (2024) pg 2; Audio visual devices	Rubrics	
3	1			By the end of the		The learner is	Curriculum	Project	