

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

W K	L	STRAND	SUB- STRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	K.I.Q	LEARNING RESOURCE S	ASSESSM ENT METHOD S	REFL ECTI ON
1	1	People, Population and Social Organizations	<u>-Culture and Social Organization</u> -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?	<u>KLB Visionary social studies ppls bk grade 6</u> 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 Organizations	-School and Community	By the end of the lesson, the learner should be able to: -Identify ways in which the school collaborates with the community.	Learners to be guided to: -Brainstorm, in pairs, to identify ways in which the school collaborates with the community. -Share experiences on school collaboration with the community.	How does the school relate with the community?	Learners bk pg. -maps -school and local environment	Oral questions -written tests	
	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	Learners to be guided to: Write an essay on the benefits of collaboration between the school and the	How can we promote community	Learners bk pg. -school and	Oral questions -written	

		Social Organisations	ty	<p>school Collaborates with the community to promote self-efficacy competency.</p> <p>-Support the collaboration between the school and community to promote community service learning.</p>	<p>community.</p> <p>Suggest and carryout a project in collaboration with the community to support community service learning.</p>	service learning?	local environment	tests	
3	1	Resources and Economic Activities in Eastern Africa	Agriculture -Farming methods	<p>By the end of the lesson, the learner should be able to:</p> <p>-Use digital devices to find out the characteristics of large scale farming to promote digital literacy.</p>	Learners are guided to: <p>-Think pair and share on large-scale farming.</p> <p>-Use digital devices to research on the characteristics of large-scale farming.</p>	How do we benefit from large-scale farming	Learners bk pg. - digital devices – pictures	<p>Oral questions</p> <p>-written tests</p> <p>-peer assessment</p>	
	2	Resources and Economic Activities in Eastern Africa	-Farming methods	<p>By the end of the lesson, the learner should be able to:</p> <p>-Locate on a map the main areas where large scale farming is practiced in Eastern Africa.</p>	Learners to be guided to: <p>• Draw a map of Eastern Africa and locate the main areas where large scale farming is practiced.</p>	What is the importance of large scale learning?	Learners bk pg. – digital devices – pictures	<p>Oral questions</p> <p>-written tests</p> <p>-peer assessment</p>	
	3	Resources and Economic Activities in Eastern Africa	-Farming methods	<p>By the end of the lesson, the learner should be able to:</p> <p>-Explain the contribution of large scale farming to the economy of Eastern Africa.</p> <p>-Appreciate the contribution large scale farming to the economy of Eastern Africa.</p>	Learners to be guided to: <p>Discuss, in groups, the contribution of large-scale farming to the economy of Eastern Africa.</p> <p>-Create communication messages on importance of large scale farming.</p>	How does farming contribute to the economy?	Learners bk pg. - digital devices – pictures	<p>Oral questions</p> <p>-written tests</p>	
4	1	Resources and Economic Activities in Eastern Africa	-Beef Farming in Eastern Africa	<p>By the end of the lesson, the learner should be able to:</p> <p>-Explain factors influencing beef farming in Eastern Africa.</p> <p>-Locate on a map the areas where beef farming is practiced in Eastern Africa.</p>	<p>Learners are guided to:</p> <p>-Brainstorm, in pairs, the meaning of beef farming.</p> <p>-Find out information on beef farming in Eastern Africa using digital devices and write a summary.</p> <p>-Discuss, in groups, factors influencing beef farming in Eastern Africa and share in class.</p> <p>-Draw a map of Eastern Africa and locate areas where beef farming is practiced.</p>	How important is beef farming?	Learners bk pg. -- digital devices – pictures	<p>Oral questions</p> <p>-written tests</p>	
	2	Resources and Economic Activities in Eastern Africa	Beef Farming in Eastern Africa	<p>By the end of the lesson, the learner should be able to:</p> <p>-Discuss the contribution of beef farming to the economy of Eastern Africa to promote financial literacy.</p>	Learners to be guided to: <p>discuss the contributions of beef farming to the economy of Eastern Africa.</p>	How does beef farming contribute to the economy?	Learners bk pg -- digital devices – pictures	<p>Oral questions</p> <p>-written tests</p>	
	3	Resources and Economic Activities	Beef Farming in Eastern Africa	<p>By the end of the lesson, the learner should be able to:</p> <p>-Explain the challenges facing beef farming in Eastern Africa.</p>	Learners to be guided to: <p>Brainstorm, in groups, on the challenges facing beef farming in Eastern Africa and formulate possible solutions.</p>	What are the challenges facing beef farming?	Learners bk pg. - digital devices –	<p>Oral questions</p> <p>-written tests</p>	