**SOCIAL STUDIES SCHEMEE OF WORK**

**STANDARD 5, 2019**

**SOCIAL STUDIES CLASS: 5 TERM: I**

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| **WK** | **LESSON** | **TOPIC** | **CONTENT** | **OBJECTIVES** | **LEARNING ACTIVITIES** | **LEARNING RESOURCES** | **REMARKS** |
| **1** | 1 | PHYSICAL ENVIRONMENT  Map Reading | Elements of a map | By the end of the lesson, pupils should be able to;  - Identify the elements of a map.  - Define the term map. | - Defining  - Observing and naming  - Measure | Primary Social Studies bk 5 page 1-3  Map |  |
|  | 2 | The 16 points of a compass | 16 points of a compass | By the end of the lesson, pupils should be able to;  - Name the 16 points of a compass to give direction. | - Observe  - Name  - Draw | Primary Social Studies bk 5 page 3-5  Map  Compass |  |
|  | 3 | Position of Kenya in relation to her neighbours | -Position of Kenya  - Neighbouring countries | By the end of the lesson, pupils should be able to;  - Describe the position of Kenya in relation to her neighbours. | - Observe  - Describe  - Draw | Primary Social Studies bk 5 page 6-7  Map  Compass |  |
|  | 4-5 | Size and shape of Kenya | - The size of Kenya.  - The shape of Kenya. | By the end of the lesson, pupils should be able to;  - State the size and shape of Kenya. | - Explain  - Observe  - Draw | Primary Social Studies bk 5 page 7-9  Atlas |  |
| **2** | 1-2 | **Main Physical Features**  Relief | Relief Features  - Mountains  - Plateau  - Hills  - Plains  - Valleys  - Islands | By the end of the lesson, pupils should be able to;  - Identify the main physical features found in Kenya. | - Discuss  - Observe  - Draw  - Identify | Primary Social Studies bk 5 page 9-13  Map of Kenya  Atlas |  |
|  | 3-4 | **Physical Features**  Drainage features | Drainage features  - Rivers  - Lakes  - Swamps | By the end of the lesson, pupils should be able to;  - Locate the main physical features found in Kenya. | - Observe  - Draw  - Identify | Primary Social Studies bk 5 page 14-17  Major rivers, lakes & swamps in Kenya. |  |
|  | 5 | Relief Regions of Kenya | - Coastal lowlands  - The Nyika  - Rift valley  - Lake basin  - The highlands | By the end of the lesson, pupils should be able to;  -Identify the main relief regions of Kenya.  - State the characteristics of the relief regions of Kenya. | - Identify & classify  - Observe  - Discuss  - Model | Primary Social Studies bk 5 page 17-19  Atlas |  |
| **3** | 1-3 | Influence of physical features on human activities | - Mountains  - Lakes  - Rivers  - Swamps  - Plains | By the end of the lesson, pupils should be able to;  -State ways in which physical features influence human activities. | - Discuss  - Identify  - Explain | Primary Social Studies bk 5 page 20-22  Atlas |  |
|  | 4-5 | Climate and characteristics of climatic regions of Kenya | - Weather  (a) Modified equatorial of the coast region and lake region.  (b) Modified tropical  - Semi desert  - Mountain | By the end of the lesson, pupils should be able to;  -State the meaning of climate identify climatic regions of Kenya. | - Observe  - Draw  - Discuss  - Classify | Primary Social Studies bk 5 page 22-25  Atlas |  |
| **4** | 1-2 | Influence of climate on human activities | - Forming activities  (a) Clothing  (b) Housing  (c) Food | By the end of the lesson, pupils should be able to;  -State how climate influences human activities. | - Discuss  - Explain  - Identify | Primary Social Studies bk 5 page 25  Photos |  |
|  | 3 | Soils of Kenya | - Volcanic soils  - Black cotton  - Sandy soil  -Warmy soils  - Alluvial soils. | By the end of the lesson, pupils should be able to;  -Identify major soil types in Kenya. | - Identify  - Observe  - Classify  - Draw | Primary Social Studies bk 5 page 26-28 |  |
|  | 4-5 | Uses of soil | - Forming  - Building  - Decoration  - Minerals | By the end of the lesson, pupils should be able to;  -State the uses of soil. | - Explain  - Identify  - Observe | Primary Social Studies bk 5 page 28 |  |
| **5** | 1 | Causes of soil erosion | - Deforestation  - Overstocking  - Overgrazing  - Mono cropping  - Over cropping  - Up the slope cultivation. | By the end of the lesson, pupils should be able to;  - State the causes of soil erosion. | - Discuss  - Observe  - Identify  - Differentiate | Primary Social Studies bk 5 page 29-30  Pictures |  |
|  | 2-3 | **Vegetation**  Types of vegetation in Kenya | - Forests  - Savanna woodlands  - Savanna grasslands  - Semi-deserts scrub  - Swamp vegetation  - Desert vegetation  - Mountain vegetation  - Bushes and thickets. | By the end of the lesson, pupils should be able to;  - Identify the types of vegetation in Kenya. | - Discuss  - Classify  - Observe  - Draw | Primary Social Studies bk 5 page 30-34  Pictures |  |
|  | 4 | Distribution of vegetation in Kenya. | - Distribution of vegetation | By the end of the lesson, pupils should be able to;  - Describe the distribution of vegetation in Kenya. | - Discuss  - Observe  - Draw | Primary Social Studies bk 5 page 34  Atlas |  |
|  | 5 | Importance of vegetation | - Sources of food  - Home for wildlife  - Prevent erosion  - Medicine  - Construction  - Protection of sources of rivers  - Influence  - Climate. | By the end of the lesson, pupils should be able to;  -State the importance of vegetation. | - Discuss  - Identify | Primary Social Studies bk 5 page 35-37  Photos |  |
| **6** | 1-3 | THE PEOPLE AND POPULATION  - Bantu speaker  - The Nilotic speakers  - Cushites  - Other communities | - Bantu  - Nilotes  - Cushites  - Semites  - Asians  - Europeans | By the end of the lesson, pupils should be able to;  - Identify the language groups of Kenya. | - Observe  - Explain  - Classify | Primary Social Studies bk 5 page 38-41  Photos  Pictures |  |
|  | 4 | Factors influencing population distribution in Kenya. | - Rainfall distribution  - Soils  - Urbanisation  - Pests and diseases  - Relief  - Transport and communication | By the end of the lesson, pupils should be able to;  - State the factors that influence population distribution in Kenya. | - Explain  - Identify  - Observe | Primary Social Studies bk 5 page 42-43  Map  Atlas |  |
|  | 5 | Population distribution in Kenya. | - Population density | By the end of the lesson, pupils should be able to;  - Describe population distribution in Kenya. | - Discuss  - Draw  - Calculate | Primary Social Studies bk 5 page 43-44  Atlas  Photos (Field trip, reference) |  |
| **7** |  |  | **MID-TERM EXAMS** | |  |  |  |
| **8** | 1-2 | SOCIAL RELATION AND CULTURAL ACTIVITIES  - Traditional forms of education. | - Traditional forms of education | By the end of the lesson, pupils should be able to;  - State traditional form of education in Kenya. | - Discuss  - Explain  - Observe  - Questions and answers  - Dramatize  - Story telling | Primary Social Studies bk 5 page 45-48  Pictures |  |
|  | 3-4 | Cultural artifacts and their importance. | - Art and Music  - Beliefs  - Foods  - Dressing | By the end of the lesson, pupils should be able to;  - Identify the types of cultural artifacts and other importance. | - Observe  - Discuss  - Identify  - Dramatization | Primary Social Studies bk 5 page 48-50  Food  Pictures |  |
|  | 5 | Age – groups and Age sets | - Meaning of age group and age set | By the end of the lesson, pupils should be able to;  - State the meaning of age groups and age sets. | - Discuss  - Differentiate | Primary Social Studies bk 5 page 55-56  -Pictures |  |
| **9** | 1 | Aspects of our culture that needs to be preserved. | - Traditional medicine  - Traditional marriage  - Greetings  - Moral laws  - Initiation  - Food | By the end of the lesson, pupils should be able to;  - Identify aspects of our culture that needs to be preserved. | - Discuss  - Dramatize  - Observe | Primary Social Studies bk 5 page 51-55 |  |
|  | 2 | Interaction among communities in the post | **Through**  - Trade  - Intermarriage  - Games and sports  - Military support  - Sharing of food | By the end of the lesson, pupils should be able to;  - State ways through which Kenyan communities interacted in the post. | - Discuss  - Observe  - Debate | Primary Social Studies bk 5 page 57-59  Pictures |  |
|  | 3 | Interaction of Kenyan communities today | - Trade  - Games and sports  - Cultural exchange  - Marriage  - Education | By the end of the lesson, pupils should be able to;  - Explain ways in which Kenyan communities interact today. | - Discuss  - Dramatize  - Observe | Primary Social Studies bk 5 page 59-60 |  |
|  | 4 | RESOURCES AND ECONOMIC ACTIVITIES  **Agriculture** Tradition methods of farming. | - Shifting cultivation  - Bush fallowing | By the end of the lesson, pupils should be able to;  - Identify traditional methods of farming. | - Discuss  - Identify | Primary Social Studies bk 5 page 61-63 |  |
|  | 5 | Subsistence crops grown in traditional farming. | - Subsistence crops | By the end of the lesson, pupils should be able to;  - Name the subsistence crops grown in traditional farming. | - Observe  - Draw  - Discuss | Primary Social Studies bk 5 page 62-63   * Pictures * Atlas |  |
| **10** | 1-4 | CASH CROP FARMING IN KENYA  - Tea  - Wheat  - Cotton  - Flowers | - Tea  - Wheat  - Cotton  - Flowers  - Factors influencing growth  - Areas grown | By the end of the lesson, pupils should be able to;  - Identify cash crops grown in Kenya.  - State the factors influencing the growth of cash crops in Kenya.  - Locate areas where the cash crops are grown. | - Observe  - Discuss  - Identify  - Locate | Primary Social Studies bk 5 page 64-68   * Pictures * Atlas |  |
|  | 5 | Importance of cash crops farming | - Importance of cash crops | By the end of the lesson, pupils should be able to;  - State the importance of growing cash crops. | - Discuss  - Explain | Primary Social Studies bk 5 page 68-69   * Money |  |
| **11** | 1 | Dairy farming | - Cool temperature  - High rainfall  - Areas of dairy farming  - Areas of dairy farming   * Kiambu, Nakuru * Nandi, Kilifi * Transnzoia etc | By the end of the lesson, pupils should be able to;  - Identify conditions that favour dairy farming.  - Identify areas where dairy farming is carried out. | - Discuss  - Identify  - Observe | Primary Social Studies bk 5 page 69-71   * Atlas |  |
|  | 2 | Benefits of dairy farming and problems facing dairy farming | - Problems  - Benefits | By the end of the lesson, pupils should be able to;  - State the benefits of dairy farming.  - State the problems facing dairy farming. | - Discuss  - Observe | Primary Social Studies bk 5 page 71   * Atlas |  |
|  | 3 | Poultry farming in Kenya | - Areas  - Methods | By the end of the lesson, pupils should be able to;  - Identify areas where poultry farming is carried out on large scale.  - Identify the methods of poultry farming. | - Discuss  - Observe  - Field visit  - Draw | Primary Social Studies bk 5 page 71-72  (Refer other books) |  |
|  | 4 | Benefits of poultry farming and problems of poultry farming | - Benefits  - Problems | By the end of the lesson, pupils should be able to;  - State the benefits of poultry farming.  - The problems facing poultry farming. | - Discuss  - Observe  - Explain | Primary Social Studies bk 5 page 71-72  (Refer other books for content) |  |
| **12 - 13** | 1-5 |  | **REVISION AND END TERM EXAMS** | | |  |  |
| **14** | **End Term Exam and Closing** | | | | | |  |

**SOCIAL STUDIES CLASS: 5 TERM: II**

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| **WK** | **LESSON** | **TOPIC** | **OBJECTIVES** | **CONTENT** | | **LEARNING ACTIVITIES** | **LEARNING RESOURCES** | **REMARKS** |
| **1** | 1-3 | MINING  - Major minerals in Kenya | By the end of the lesson, pupils should be able to;  - Name the major minerals found in Kenya.  - Identify areas where the minerals are mined. | - Define  - Soda ash  - Fluorspar  - Diatomite  - Limestone  - Salt  - Sand | | - Discuss  - Observe  - Field visit  - Draw | Primary Social Studies bk 5 page 73-77  - Pictures  - Field visit |  |
|  | 4-5 | - Methods of mining | By the end of the lesson, pupils should be able to;  - Identify the methods used in mining.  - State the importance of mining. | - Quarrying  - Scooping  - Open cast | | - Discuss  - Observe | Primary Social Studies bk 5 page 73-77  - Pictures |  |
| **2** | 1 | FISHING  - Main fishing areas in Kenya  (a) Inland fishing  (b) Sea fishing | By the end of the lesson, pupils should be able to;  - Identify major fishing grounds in Kenya. | - Fishing grounds.  - Lakes (Victoria, Chala, Jipe, Turkana, Baringo, Naivasha.  - Sea fishing | | - Discuss  - Observe  - Draw | Primary Social Studies bk 5 page 77-78  - Atlas |  |
|  | 2 | - Types of fish caught | By the end of the lesson, pupils should be able to;  - Name the types of fish caught. | **Inland water fish**  - Tilapia, Nile perch, Jogoa, mud fish, trout,  **Sea water fish**  - Tuna, sail fish, mullet, king fish, parrot fish, shell fish. | | - Discuss  - Observe  - Draw | Primary Social Studies bk 5 page 79  - Pictures |  |
|  | 3-4 | - Methods of fishing | By the end of the lesson, pupils should be able to;  - State the methods of fishing. | - Methods of fishing  (a) Small scale fishing  (b) Large scale fishing | | - Discuss  - Observe  - Draw | Primary Social Studies bk 5 page 80-82  - Nets  - Pictures |  |
|  | 5 | - Methods of fish preservation | By the end of the lesson, pupils should be able to;  - State the methods used to preserve fish. | - Methods of preservation. | | - Discuss  - Observe  - Illustrate | Primary Social Studies bk 5 page 83-84 |  |
| **3** | 1-2 | FORESTRY  - Types of forests | By the end of the lesson, pupils should be able to;  - Name the main types of forests found in Kenya.  (a) Planted  (b) Natural | - Natural forests  - Planted forests | | - Discuss  - Observe  - Draw | Primary Social Studies bk 5 page 85-86 |  |
|  | 3-4 | - Distribution of forests in Kenya.  (a) Planted  (b) Natural | By the end of the lesson, pupils should be able to;  - Identify areas that have forest care in Kenya. | - Discuss factors that contribute to growth of forests.  - Identify areas with forest cover in Kenya. | | - Identify  - Draw  - Explain | Primary Social Studies bk 5 page 86-87  - Map of Kenya |  |
|  | 5 | - Importance of forests | By the end of the lesson, pupils should be able to;  - State the importance of forests. | - Discuss importance of forests. | | - Discuss  - State | Primary Social Studies bk 5 page 88-89 |  |
| **4** | 1 | TOURISM AND WILD LIFE | By the end of the lesson, pupils should be able to;  - Define the term wildlife. | **Wild life**  - Plants, insects, birds and animals. | | - Name  - Observe  - Draw | Primary Social Studies bk 5 page 89-90  - Pictures of animals |  |
|  | 2-3 | - Marine natural parks; Game parks and Game Reserves in Kenya. | By the end of the lesson, pupils should be able to;  - Indicate and name some of the national parks and reserves found in Kenya. | **Locate**  - Marine national park  - National reserve  - National parks in Kenya. | | - Name  - Observe  - Draw | Primary Social Studies bk 5 page 90-92  - Map of Kenya  - Game parks in Kenya. |  |
|  | 4 | - Importance of wildlife and problems facing wildlife. | By the end of the lesson, pupils should be able to;  -State the importance of wildlife.  - State the problems facing wildlife. | **Importance of wildlife**  - Employment  - Foreign currency  - Problems facing wildlife | | - Discuss the importance  - Mention problems facing wildlife.  - Asking and answering questions. | Primary Social Studies bk 5 page 92-94  - Pictures |  |
|  | 5 | Wildlife conservation measures. | By the end of the lesson, pupils should be able to;  - Identify/state the efforts being made to conserve wildlife. | - K.W.S  - Banning poaching  - Game ranches  - Animal orphanages. | | - Discuss  - Explain  - Mention  - State  - Asking and answering questions. | Primary Social Studies bk 5 page 95-96  - Pictures and photos of rare species. |  |
| **5** | 1 | Tourism | By the end of the lesson, pupils should be able to;  - Define tourism and state the main tourists’ attractions in Kenya. | - Wildlife  - Scenery  - Historic and pre-historic sites  - Warm climates  - Hotels and resorts  - Culture | | - Define  - Identify  - Ask and answer questions | Primary Social Studies bk 5 page 96-101  - Pictures and photos |  |
|  | 2 | Importance of tourism and problems facing tourism. | By the end of the lesson, pupils should be able to;  - State the importance of tourism in Kenya.  - Identify problems facing tourism in Kenya. | - Foreign exchange  - Create employment  - Promote agriculture  - Improve transport network. | | - Identify  - Discuss  - Ask and answer questions | Primary Social Studies bk 5 page 101-103 |  |
|  | 3-4 | TRADE  - Meaning  - Types of trade  - Importance of trade | By the end of the lesson, pupils should be able to;  - Define the term trade and describe the types of trade in Kenya.  - State the importance of trade. | - Meaning of trade  - Importance of trade. | | - Discuss  - Ask and answer questions | Primary Social Studies bk 5 page 103-105  - Agric goods  - Market |  |
|  | 5 | INDUSTRIES  - Meaning  - Types of industries | By the end of the lesson, pupils should be able to;  - Define the term industry.  - Identify the main types of industries. | - Meaning of industry  - Types  (a) Manufacturing  (b) Processing  (c) Service | | - Discuss  - Ask and answer questions | Primary Social Studies bk 5 page 105-106 |  |
| **6** | 1-3 | Types of industries  (a) Manufacturing  (b) Processing  (c) Service | By the end of the lesson, pupils should be able to;  - Identify the 3 main types of industries. | - Manufacturing  - Processing  - Service | | - Discuss  - Ask and answer questions | Primary Social Studies bk 5 page 106-108  - Pictures and photos of industries |  |
|  | 4-5 | TRANSPORT AND COMMUNICATION  - Modern forms of transport  (a) Road  (b) Water  (c) Air  (d) Railway | By the end of the lesson, pupils should be able to;  - Identify modern forms of transport. | - Road, water, air, railway | | - Discuss  - Observe  - Draw  - Explain | Primary Social Studies bk 5 page 108-114  - Pictures of some types of road transport. |  |
| **7** | 1-5 |  | **MID – TERM EXAMS** | | |  |  |  |
| **8** | 1 | - Causes of road accidents. | By the end of the lesson, pupils should be able to;  - State the causes of road accidents. | | - Causes of road accidents. | - Discuss  - Identify  - Ask and answer questions | Primary Social Studies bk 5 page 115-117 |  |
|  | 2 | - Ways of preventing road accidents | By the end of the lesson, pupils should be able to;  - Identify ways of preventing road accidents. | | - Ways of preventing road accidents. | - Discuss  - Observe  - Ask and answer questions | Primary Social Studies bk 5 page 118  - Pictures |  |
|  | 3 | Modern forms of communication | By the end of the lesson, pupils should be able to;  - Identify modern forms of communication. | | Modern forms of communication  - Postal services  - Telephone  - Road and T.V  - Newspaper and magazines | - Discuss  - Observe  - Mention | Primary Social Studies bk 5 page 119-121  - Magazines  - Newspaper  - Phone  -Pictures |  |
| **9** | 1 | Urbanization  - Meaning  - Major towns in Kenya | By the end of the lesson, pupils should be able to;  - State the meaning of urbanization.  - Name and locate the major towns in Kenya. | | - Meaning of urbanization  - Major towns in Kenya  (a) Nairobi, Mombasa, Kisumu, Eldoret, Thika and Nakuru.  - Location of towns. | - Discuss  - Draw  - Observe | Primary Social Studies bk 5 page 123-130  - Map of Kenya |  |
|  | 2-3 | - Factors that favour the growth of major towns in Kenya. | By the end of the lesson, pupils should be able to;  - State the factors that favour the growth of 5 major towns in Kenya. | | - Factors favouring the growth of major towns. | - Discuss  - Explain | Primary Social Studies bk 5 page 122-123  - Map of Kenya  - Atlas  - Pictures |  |
|  | 4-5 | - Functions of major towns in Kenya | By the end of the lesson, pupils should be able to;  - Describe the functions of 5 major towns in Kenya. | | - Functions of major towns in Kenya. | - Discuss  - Explain  - Observe  - Ask and answer questions | Primary Social Studies bk 5 page 123-130 |  |
| **10** | 1-2 | POLITICAL DEVELOPMENT AND SYSTEMS  - Prominent traditional leaders. | By the end of the lesson, pupils should be able to;  - State the contributions of prominent traditional leaders in Kenya. | | Prominent traditional leaders in Kenya  - Masaku  - Koitalel Arap Samoei  - Mekatilili wa Menza. | - Discuss  - Explain  - Ask and answer questions  - Dramatize | Primary Social Studies bk 5 page 131-132  - Map of Kenya |  |
|  | 3-4 | - Traditional forms of government | By the end of the lesson, pupils should be able to;  - Describe the traditional forms of government.  - Appreciate the role of traditional forms of government. | | - Abawanga  - Ameru | - Discuss  - Explain  - Ask and answer questions | Primary Social Studies bk 5 page 132-134 |  |
|  | 5 | - Establishment of colonial rule. | By the end of the lesson, pupils should be able to;  - Describe the establishment of colonial rule in Kenya. | | - Establishment of colonial rule. | - Discuss  - Explain | Primary Social Studies bk 5 page 134-135 |  |
| **11** | 1-2 | - African response to colonial rule  (a) Resistance | By the end of the lesson, pupils should be able to;  - Describe the African response to colonial rule.  - Appreciate the African response to colonial rule. | | **African response to colonial rule.**  - Resistance  (a) The Nandi  (b) Abakusu | - Discuss  - Explain  - Ask and answer questions  - Dramatize | -Primary Social Studies bk 5 page 135-138  - Map of Kenya  - Pictures of spears.  - Animal skins |  |
|  | 3-4 | (b) Collaboration | By the end of the lesson, pupils should be able to;  - Describe the African response to colonial rule.  - Appreciate the African response to colonial rule. | | **Collaboration**  (a) Nabongo Mumia  (b) Waiyaki wa Hinga | - Discuss  - Explain  - Ask and answer questions  - Dramatize | -Primary Social Studies bk 5 page 135-138  - Map of Kenya  - Pictures of spears.  - Animal skins |  |
|  | 5 | CITIZENSHIP  - Ways of becoming a citizen. | By the end of the lesson, pupils should be able to;  - Identify ways of becoming a Kenyan citizen. | | - By birth  - Through registration | - Discuss  - Explain  - Ask and answer questions | Primary Social Studies bk 5 page 139  - Flag of the republic. |  |
| **12-13** | **REVISION FOR END TERM EXAMS** | | | | | | |  |
| **14** | **End Term Exam and Clossing** | | | | | | |  |

**SOCIAL STUDIES CLASS: 5 TERM: III**

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| **WK** | **LESSON** | **TOPIC** | **OBJECTIVES** | **CONTENT** | **LEARNING ACTIVITIES** | **LEARNING RESOURCES** | **REMARKS** |
| **1** | 1 | RESPONSIBILITIES OF A KENYAN CITIZEN | By the end of the lesson, pupils should be able to;  - State the responsibilities of a Kenya citizen. | - Paying taxes  - Obey the law  - Being patriotic  - Development  - Voting. | - Discuss  - Explain  - Ask and answer questions | Primary Social Studies bk 5 page 140-142  - Photos of voters |  |
|  | 2 | - Importance of good citizenship | By the end of the lesson, pupils should be able to;  - Explain the importance of good citizenship. | Good citizenship  - Peace and harmony  - Fairness  - Equity  - Development | - Discuss  - Explain | Primary Social Studies bk 5 page 142-144 |  |
|  | 3-4 | DEMOCRACY AND HUMAN RIGHTS  - Types of democracy.  (a) Direct  (b) Representative (Parliamentary) | By the end of the lesson, pupils should be able to;  - Identify different types of democracy  - Explain the different types of democracy. | Types of democracy  - Direct  - Representative  - Define democracy | - Discuss  - Explain  - Dramatize | Primary Social Studies bk 5 page 145-147  - Voting process |  |
|  | 5 | - Forms of child abuse. | By the end of the lesson, pupils should be able to;  - Identify forms of child abuse. | - Forms of child abuse  - Child rights | - Discuss  - Explain  - Ask and answer questions | Primary Social Studies bk 5 page 147-149  - Street children photos |  |
| **2** | 1 | - Ways of protecting children from abuse. | By the end of the lesson, pupils should be able to;  - Suggest ways of protecting children from abuse. | Ways of protecting children from abuse. | - Discuss  - Explain  - Observe | Primary Social Studies bk 5 page 149-151  - Street children photos |  |
|  | 2 | LAW, PEACE AND CONFLICT RESOLUTION  - Causes of lawlessness. | By the end of the lesson, pupils should be able to;  - State the causes of lawlessness in society. | Causes of lawlessness. | - Discuss  - Explain  - Ask and answer questions | Primary Social Studies bk 5 page 152-154 |  |
|  | 3 | - Effects of lawlessness in society. | By the end of the lesson, pupils should be able to;  - State the effects of lawlessness in society.  - Appreciate the importance of the rule of law in society. | Effects of lawlessness | - Discuss  - Explain  - Ask and answer questions | Primary Social Studies bk 5 page 154-155  - Pictures of mob justice. |  |
|  | 4-5 | Government of Kenya  - Arms of Government  (a) Legislative  (b) Executive  (c) Judiciary | By the end of the lesson, pupils should be able to;  - Identify the 3 arms of the government  - State the composition of the 3 arms of government. |  | - Discuss  - Observe  - Illustrate | Primary Social Studies bk 5 page 83-84 |  |
| **3** | 1-2 | Composition of IEBC | By the end of the lesson, pupils should be able to;  State the composition of the body in charge of Election in Kenya. | - Natural forests  - Planted forests | - Discuss  - Observe  - Draw | Primary Social Studies bk 5 page 85-86 |  |
|  | 3-4-5 |  | **Revision of questions** | |  |  |  |
| **4-8** | **Revisions and Preparations for End Term Exams** | | | | | |  |
| **9** | **END TERM EXAM AND CLOSIN** | | | | | |  |