**SOCIAL STUDIES SCHEMES OF WORK**

**STANDARD 8, 2019**

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**TERM 1**

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| **WK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L RESOURCES** | **REFERENCES** | **REMARKS** |
| **1** |  **Opening and Revisions** |
| 2 | 1 - 5 | PHYSICAL ENVIRONMENT | **Map reading**1. Use of symbols to read and interpret a map.2. Direction of a place using compass.3. Measuring distance in map.4. Calculation of area.5. Effects of physical features on human activities. | By the end of the lesson the learner should be able to:1. Identify and use symbols to read and interpret a map.2. Describe direction using compass direction.3. Measure destroy on maps accurately4. Calculate area on a map.5. Explain effects of physical features on human activities.  | 1. Review the previous lesson.2. Discuss on the reading and interpreting a map.3. Use compass direction describe to identify direction.4. Discuss how to measure distance.5.Task and quiz.6. Explain effects on physical features.7. Note taking. | 1. Maps2. Rulers3. Strings4. Compass | 1. Our lives today pupils book 8 pg 1 – 182. Q. Reading pupils book 8 pg 1 - 8 |  |

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| 3 | 1 - 5 |  | **Climate**1. Traditional methods of observing weather2. Observe, measure and record elements of weather3. Factors influencing weather.4. Impacts of weather on Human activities. | Able to: 1. Describe traditional methods of observing weather.2. Observe, measure, and record weather changes.3. State factors influencing climate change.4. Explain impacts of climate change on H. activities | 1. Review previous lessons.2. Observe pictures.3. Describe traditional methods of observing weather.4. Demonstrate how to observe, measure and record weather.5. Note taking6. Drawing | PicturesInserts | Our lives today pupils book 8 page 18 – 30Quick Reading pupils book 8 page 9 - 12 |  |
| 4  | **End month examinations** |
| 5 | 1 -5  | PEOPLE AND POPULATION | **Soil**1. Causes of soil erosion.2. Effects of Soil erosion on Human activities.3. Soil conservation**Human Origin**1. Theories of human origin.2. Stages of human evolution.3. Pre–historical sites in E.Africa | 1. Able to state causes of soil erosion2. State effects of soil erosion.3. Describe soil conservation measures. State theories of human Origin. Identify stages through which human evolved.Name and locate pre-historic sites in Kenya | Review P.lessonStating causes of soil erosionObserve pictures of different types of soil erosionDiscuss soil conservation measuresState theories of human origin.Discuss stages of Human evolution.Ask Oral quiz.Give an exercise | MapsPictures in the pupil’s bookWall mapAtlasCharts | Our Lives today pupils book 8 pg 32 – 44Quick reading pupils book 8 pg 13 - 26 |  |

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| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | T/L ACTIVITIES | T/L RESOURCES | REFERENCES | REMARKS |
| 6 | 1 - 5 |  | **Migrations**Types of migrationsReasons for migrations.Effects of migration.Population growth | . Able to:Describe types of marriage.State reasons and effects of migration.Explain factors that lead to slow population growth.State problems that results from slow population growth.Explain factors that lead to rapid population growth. | . Review previous lessons.Discuss factors for migration.Observe pictures.Start reasons and effects of migration.Ask and answer oral questions.Discuss problems that show population growth.Notes taking | Pictures.Charts | Our lives today pupil’s book 8 pg 45 – 59. Quick reading pupil’s book 8 pg 27 - 33 |  |
| 7 | **Mid term examinations** |
| 8 | 1 - 5 |  | Effects of HIV/AIDS on population growth.Ways of managing population growth.The population structure of Kenya.Comparison of the population structure of Kenya to those of Germany and India. | Able to state effects of HIV/AIDS on population growth.Explain ways of managing population growth.Describe the population structure of Kenya.Compare the population structure of Kenya and those of Germany and India. | Review previous lesson.Discuss the effects of HIV/AIDS on population.Discuss ways of managing population growth.Ask Oral Quiz.Differentiate the population structure of Kenya to those of Germany and India.Take notes. | PicturesChartsDiagramsMaps | Our lives today pupil’s book 8 pg 71 – 78. Quick reading pupil’s book 8 pg 38 - 46 |  |

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| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | T/L ACTIVITIES | T/L RESOURCES | REFERENCES | REMARKS |
| 9 | 1 - 5 | SOCIAL RELATIONS AND CULTURAL ACTIVITIES | Marriage systems.Rights and responsibilities of spouses in Marriage.Succession and inheritance of family wealth.Role of school management committee.Role of pupils in school management | Able toIdentify different marriage systems.State rights and responsibilities of spouses.Identify different systems of succession and inheritance of family wealth.State the role of school management committee. | Review the previous lessons.Discuss different marriage systems.Explain rights and responsibilities of spouses.Observe pictures.Discuss different systems of successions and inheritance of family wealth.Note taking.Give exercise. | Picture.Charts | Our lives today pupil’s book 8 pg 71 – 78. Quick reading pupil’s book 8 pg 38 – 46. |  |
| 10 | 1 - 5 | RESOURCES AND ECONOMIC ACTIVITIES | **Agriculture**Areas where European settler farming was carried out.European settler farming in Kenya.Effects of European settler in Kenya.Reasons for the establishment of settlement schemes. | Able to:Identify areas where European settlers farming were practiced.Describe Europe settler farming in Kenya.Explain the effects of Europe settlers in Kenya.State reasons for the establishment of settlement  | Review previousLessons.Draw a map of Kenya and indicate where European settler farming was practiced.Discuss European settler farming.Discuss reasons for the establishment of settlement schemes  | Maps.AtlasPictures | Our lives today pupil’s book 8 pg 79 - 92 Quick reading pupil’s book 8 pg 47 - 52 |  |
|  |  |  | Benefits and problems facing settlement schemes.Crops grown in the irrigation schemes. | SchemesState problems and benefits of facing settlement schemes in Kenya.Identify settlement schemes in Kenya.Name crops grown in the settlement schemes. | Give exerciseNote taking.Asking oral questions |  |  |  |
| 11 | 1 - 5 |  | Describe the method of irrigation.Contribution and problems facing irrigation schemes in Kenya.Meaning of horticulture.Crops grown in horticultural farming. | Able to:Describe the method of irrigation State contributions and problems of irrigation schemesExplain the meaning of the term horticulture.Identify the crops grown in horticultural farming.State the benefits and problems facing horticultural farming in Kenya. |  Review the previous lesson. Discuss methods of irrigation.Explain the meaning of horticulture. Observe pictures of horticultural crops. Discuss the benefits and problems facing horticultural farming in Kenya. Note taking  Give an exercise. | Pictures | Our lives today pupil’s book 8 pg 92 - 95 Quick reading pupil’s book 8 pg 53 - 55 |  |
| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | T/L ACTIVITIES | T/L RESOURCES | REFERENCES | REMARKS |
| 12 | 1 - 5 |  | Comparison of horticultural farming in Kenya and Netherlands.Fish farming areas in Kenya.Comparison of fish farming in Kenya and Japan.Distribution of minerals in Kenya.Extraction and uses of the minerals. | Able to:Compare horticultural farming in Kenya and Netherlands.Identify fish farming in Kenya.Compare fish farming in Kenya and Japan.Locate the distribution of minerals in Kenya.Describe ways of extracting minerals.State uses of the minerals. | Review the previous lessons.Discuss the comparison of horticulture farming in Kenya and Netherlands.Locate and draw map of Kenya showing fish farming in Kenya.Discuss fish farming in Kenya and Japan.Ask questions.Observe pictures.Note taking. | Pictures Crops | Our lives today pupil’s book 8 pg 95 – 106. Quick reading pupil’s book 8 pg 55 -62 |  |
| 13 | Revisions and Preparations for End Term Exams |  |
| 14 | End Term Exams and Closing |  |
|  | TERM 11 |  |
| **WK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L RESOURCES** | **REFERENCES** |  |
| **1** | **Opening and Revisions** |  |
| 2 | 1 – 2 | RESOURCES AND ECONOMIC ACTIVITIES | Fish farming in KenyaComparison of fish farming in Kenya and Japan | The learner should be able to:Identify fish farming areas in Kenya.Compare fish farming in Kenya and Japan | Asking and answering questionsDiscussionsLocating areas.Note taking | Local environmentPicturesAtlas | Our lives today page 96 – 99Quick reading page 56 – 58 |  |
|  | 3 - 5 |  | **Mining**Distribution of mineralsFluorsparLimestoneDiatomiteGemstoneSalt | The learner should be able to:Locate the distribution of minerals in Kenya.Describe ways of extracting those minerals.State the uses of the minerals. | Field visitObservingAsking and answering questionsNote taking | Local environmentPictures | Our lives today page 101 - 104Quick reading  |  |
| 3 | 1 - 2 |  | Contribution of minerals to the economy of Kenya.Effects of mining on the environment | The learner should be able to:State the contribution of the minerals to the economy of Kenya.State the effects of mining on the environment | Asking and answering questions.DiscussionsObserving picturesNote takingQuiz. | PicturesLocal environment | Our lives today page 105 - 107Quick readingPg 61 – 62 |  |
|  | 3 - 5 | RESOURCES AND ECONOMIC ACTIVITIES | **Forestry**Types of forests in KenyaProblems facing forests.Effects of deforestation.Forest conservation measures. | By the end of the lesson the learner should be able to:Identify types of forests in Kenya.State the effects of deforestation in Kenya.Explain how forests are conserved.Appreciate the need to conserve forests | Asking and answering questions.Discussion.DrawingNote taking.observing | Maps Pictures | Our lives today page 105 - 107Quick readingPg 61 – 62 |  |
| 4 | **End of month exams and revision** |
| 5 | 1 - 2 |  | **Wildlife and tourism**Similarities and differences between tourist attraction and in Kenya and Switzerland | The learner should be able to:State the similarities and differences between tourist attraction in Kenya and Switzerland. | ObservingAsking and answering questionsDiscussionNote taking | Pictures | Our lives today page 114 - 117Quick readingPg 65 - 66 |  |
|  | 3 - 5 |  | **Industries**Types of industries* Primary
* Secondary
* Service

Factors influencing the location of industries | The learner should be able to:Classify the types of industries.State factors influencing the location of industries. | DiscussionAsking and answering questionsField visitNote taking | Local environment.Pictures | Our lives today page 118 - 122Quick readingPg 67 - 68 |  |
| 6 | 1 - 5 | RESOURCES AND ECONOMIC ACTIVITIES | Jua Kali industriesEffects of industries on the environment | By the end of the lesson the learner should be able to:State reasons for establishment of Jua kali industries.Explain benefits of Jua Kali industries.Explain the contribution of industries to the economy of Kenya.Explain problems facing industries in Kenya.Explain the effects of industries to the environment  | Asking and answering questions.Discussion.Observing pictures.Note taking | PicturesArtifacts | Our lives today page 122 - 128Quick readingPg 69 - 71 |  |
| 7 | **Mid term and mid term exams** |  |
| 8 | 1 - 5 |  | **Urbanization**Location of main towns in Kenya.Functions of main towns.Problems facing main townsEffects in solving urban problems in Kenya. | The learner should be able to: Locate the main towns in Kenya.State the functions of main towns in Kenya.State problems facing urban centers Identify efforts being made to solve the problems in Urban centers | Locating townsDrawingAsking and answering questions.Discussion.Observing.Note taking | Maps Pictures | Our lives today page 128 - 137Quick readingPg 71 - 77 |  |
| 9 | 1 - 5 | RESOURCES AND ECONOMIC ACTIVITIES | **Transport and communication.**Forms of transport.Problems facing transport.Catering for people with special needs in Transport.Major road signsFirst aid | By the end of the lesson the learner should be able to:Identify forms of transport.State problems facing forms of transport.State measure taken to cater for persons with special needs in transport.Identify the major road signsDemonstrate basic first aid procedures. | Asking and answering questions.DemonstrationDiscussionsObservingLocatingDrawingNote taking | MapsField visitPictures | Our lives today page 138 - 150Quick readingPg 82 - 91 |  |
| 10 | 1 - 2 |  | Problems facing the communication systems in KenyaMeasures taken to cater for persons with special needs in communication. | The learner should be able to:State problems facing forms of communication.State measures taken to cater for persons with special needs in communication. | Asking and answering questions.Discussion.Note taking.Demonstration. | Pictures | Our lives today page 153 - 158Quick readingPg 94 - 95 |  |
|  | 2 – 3 |  | **Trade**Exports from Kenya.Imports to Kenya.Benefits of trade.Role of government in promoting trade.Meaning of business opportunities.Business opportunities in Kenya. | The learner should be able to:Name the exports from Kenya and the imports to Kenya.Explain the benefits of trade to Kenya’s economy.Identify the role of government in promoting trade.Define the term business opportunities.Explain different business opportunities in Kenya. | Discussions.Asking and answering questions.Note taking | Pictures | Our lives today page 151 - 165Quick readingPg 96 - 99 |  |
| 11 | 1-2 | POLITICAL DEVELOPMENT AND SYSTEMS | Political associations in Kenya; EAA, YKA, KCA, KTWA. | By the end of the lesson the learner should be able to:Identify the early political | Asking and answering questions.DiscussionNote taking | Pictures | Our lives today page 167 - 173Quick reading |  |
|  |  |  | Reasons for the formation of early political associations in Kenya.Roles played by early associations in the struggle for the independence. | Associations in Kenya up to the year 1939.State the reasons for the formation of early political associations in Kenya.Describe the roles played by early political associations in the struggle for independence in Kenya.Appreciate the role of the early political associations in Kenya political development | Observing |  | Pg 103 – 104 |  |
| 12-13 | Revisions and Preparations for End Term Exam |  |
| 14 | End Term Exams and Closing |  |
| **TERM 111** |
| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | T/L ACTIVITIES | T/L RESOURCES | REFERENCES | REMARKS |
| 1 | Opening and Revisions |  |
| 2 | 1 – 5  | POLITICAL DEVELOPMENT AND SYSTEMS | Traditional forms of government | By the end of this topic the learner should be able to:Describe the traditional forms of government in East Africa.Discuss the role of traditional forms of government in society. | DescribingDiscussingAsking and answering questions | K.C.P.E mirror SST pg 134 – 138OLT book 7 pg 167 - 172 | Oral questionsWritten questions |  |
| 3 | 1 - 5 | POLITICAL DEVELOPMENT AND SYSTEMS | Activities of early political associations in Kenya up to 1939 | By the end of this topic the learner should be able to:Identify early political associations in Kenya up to 1939.State the reasons for formation of political associations in Kenya.Describe the roles played by the early political associations in the struggle for independence in Kenya .Appreciate the role of the early political associations in Kenya to Kenya’s political development | IdentifyStatingDescribingAppreciatingIdentifyingStatingAppreciatingDescribing | OLT book 8 pg 167 – 173Comprehensive Social studies book 8.Flash cardsCharts picturesOLT book 8 pg167 – 173Comprehensive social studies book 8 Flash cardsChartspictures | Oral questions.Written questions. Oral questionsWritten questions |  |
| 4 | **Revision and the fortnight questions** |  |
| 5  | 1 - 5 | POLITICAL DEVELOPMENT AND SYSTEMS | The legislative council. | By the end of the topic, The learner should be able to:Name African members in the Legislative council before 1960.Explain the role of the legislative council in the struggle for independence. | ListExplainAsk and answer questions | OLT book 8 pg 174 - 176Comprehensive social studies book 8 pg 179 - 182Flash cardsCharts |  |  |
| 6 | 1 - 5 | POLITICAL DEVELOPMENT SYSTEMS | Struggle for independence | By the end of the topic the learner should be able to:Identify the effects of the second world war on the struggle for independence in Kenya.Identify political organizations in Kenya between 1945 – 1963Name founder members of the political organizations in Kenya between 1945 – 1963Explain the role of political organizations in the struggle for independence. | IdentifyingNamingExplainingAsking and answering questions. | OLT book 8 pg 176 – 183 Comprehensive Social studies book 8 page 190 – 193 Charts.Work cardsFlash cards | Oral questions.Written assignments |  |
| 7 | **Revision and mid term exams** |   |
| 8 | 1 - 5 | POLITICAL DEVELOPMENTS AND SYSTEMS | Political development in Kenya since 1963 | By the end of this topic the learner should be able to:State the major constitution amendments affecting political parties in Kenya since 1963Appreciate the constitutional amendments affecting political parties in Kenya since 1963. |  StatingAppreciatingAsking and answering questions | OLT book 8 page 186 – 196 | Comprehensive social studies book 8 page 194 – 200Chart |  |
| 9 | 1 - 5 | POLITICAL DEVELOPMENT AND SYSTEMS | Attainment of independence | By the end of this topic, the learner should be able to:Describe the events that led to the attainment of independence in Kenya.Explain how Kenya became a republic | DescribingAsking and answering questions  | OLT book 8 pg 183 – 186Comprehensive social studies book 8 pg 192 – 196Chart | Oral questionsWritten questions |  |
| 10-13 | Revisions and Preparations for Exams |  |
| 14 | End Term 111 Exams and Closing |  |