**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 ENVIRONMENTMap 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 1-3Map  |  |
|  | 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 3-5Map 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 6-7Map 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 7-9Atlas |  |
| **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 9-13Map of KenyaAtlas |  |
|  | 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 14-17Major 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 17-19Atlas  |  |
| **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 20-22Atlas  |  |
|  | 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 22-25Atlas  |  |
| **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 25Photos |  |
|  | 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 29-30Pictures  |  |
|  | 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 30-34Pictures  |  |
|  | 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 34Atlas  |  |
|  | 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 35-37Photos  |  |
| **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 38-41Photos 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 42-43MapAtlas |  |
|  | 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 43-44AtlasPhotos (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 45-48Pictures  |  |
|  | 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 48-50Food 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 57-59Pictures |  |
|  | 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
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| **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** |  |