Dennis

SCHEME OF WORK HISTORY

FORM 1 2022 TERM I

ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **3** | 1 | Introduction to History and Government | Meaning of history Meaning of Government | By the end of the lesson, the learner should be able to:  Define the term history Explain the meaning of the term government | Explaining the meaning of the terms history and government  Student writing down important points Asking questions Answering questions Note taking by the teacher on the chalk board | Chalk board Students book Pictures Charts Handouts Realia | Evolving world Bk 1 page 1-2 K.L.B Bk 1  page 1-2 |  |
| 2 | Introduction to History and Government | Sources of information on history and Government Unwritten source Oral tradition Limitations of oral tradition Archeology Paleontology | By the end of the lesson, the learner should be able to:  Identify the source of information on history and Government. Oral traditions and its limitations Archeology Paleontology | Explanation Discussion  Asking and answering questions  Giving assignment Note taking | Charts Students book Maps  Picture Handouts Realia | Evolving world Bk 1 page 1-2  K.I.E Bk 1 page 6-15  K.L.B Bk 1 page 2-6 |  |
| 3 | Introduction to History and Government | Anthropology Geology Genetics Linguistics Ethnology Resources person | By the end of the lesson, the learner should be able to: Explain anthropology, Geology and Genetics as sources of information on History and Government Explain linguistics ethnology and resource persons  A source of information on History and Government  State advantages and limitations of linguistics | Explanations Discussions Answering questions Asking questions Note taking  Explanations on content Asking and answering questions | Text book Hand outs Picture maps Realia Teachers guide  Resource person Chart  Students book Audio Visual Radio | Evolving world Bk 1 page 1-2  K.I.E Bk 1 page 8-10  K.L.B History and Government Bk 1 page 4 |  |
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| **4** | 1 | Introduction to History and Government | Mass media Written sources and their limitations | By the end of the lesson, the learner should be able to:  Explain mass media and written sources of information on History State the limitations of written sources | Discussions Explanations  Asking and answering questions  Note taking  ? Education Plus Agencies | Charts Realia Handouts  Students book Audio visual radio | Evolving world Bk 1 page 12-15  K.L.B History and Government Bk 1 page 2-6 |  |
| 2 | Introduction to History and Government Early Man | Importance of studying history Importance of studying Government The origin of early man Mythical theory Creation theory Evolution theory | By the end of the lesson, the learner should be able to: Explain the importance of studying History and Government  Explain the origin of man as given in the mythical theory, creation and evolution theory | Explaining the importance of studying history and Government Note taking Discussions  Asking questions Answering questions Discussions on the origin of man  Asking and answering questions | Picture Handouts Teachers book Students book Charts  Realia Photographs Pictures  Teachers guide book Charts  maps | Evolving world Bk 1 page 4-5  K.L.B History and Government Bk 1 page 6-7 |  |
| 3 | Early Man | Evolution of Man Meaning of evolution Stages in the evolution of man Aegyptopitism Dryopitr | By the end of the lesson, the learner should be able to:  explain and identify the stages through which a man evolved Aegytopithecus Dryopithecus | Explaining the stages of evolution  Discussing time different features of man at each stage Asking and answering question  Note taking | Maps Students book  Teachers guide Hand outs Charts  Maps Pictures | Evolving world Bk 1 page 17-29  K.L.B History and Government Bk 1 page 9-21 |  |
| **5** | MID TERM EXAMS AND BREAK | | | | | | | |

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| **6** | 1 | Early Man | Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape) Australopithecus Evolution of man Homohabilis (handy man) Homo Erectures (upright man) | By the end of the lesson, the learner should be able to: Identify and explain the stages through which man evolved i.e kenyapithecus Ramapithecus Australopithecus Explain the stages through which man evolved i.e homohabilis and erectus | Explaining the stages of evolution  Discussing Describing Answering questions Asking questions Explanation Describing  Questions and answers | Charts Students book Photographs Pictures  Hand outs Chart Teachers book Realia | Evolving world Bk 1 page 19-22  K.L.B History and Government Bk 1 page 11-16 |  |
| 2 | Early Man | Homo Sapies( intelligent man Rhodesium man Neanderthan man Cro- magnion | By the end of the lesson, the learner should be able to:  State characteristics of Homo sapies, Rhodesium, cro- magnon  Explain the stages through which man evolved | Explanations Discussions  Questions and answers | Text book Maps  Pictures/photographs Documents Handouts  Resource person | Evolving world Bk 1 page 22-23  K.L.B History and Government Bk 1 page 14-16 |  |
| 3 | Early Man | Evolution of man Homo sapiens Cultural and economic practices of early man Early  stone age/ lower paleolithition and 2nd phase | By the end of the lesson, the learner should be able to: Explain the stages through which man evolved 1.e Homo Sapiens, Sapiens  State the characteristics of Homo Sapiens- Sapiens  Explain the cultural and economic practices of man during the milestone age | Drawing a picture of Homo sapiens sapiens Note taking Explaining the  characteristics of Homo Sapiens Sapiens Explanations Discussions  Asking and answering questions | Maps Photographs Students book Teachers guide Revision Resource person Documents Realia  Charts Realia Pictures  Documentaries Gateway revision Views pages Cuttings | Evolving world Bk 1 page 23-24  K.L.B History and Government Bk 1 page 16 |  |
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| **7** | 1 | Early Man | Middle stone age/middle Paleolithic use and 2nd phases | By the end of the lesson, the learner should be able to:  Explain the cultural and economic practices of man during the late stone age  Explain the economic practices of man during their stage | Explaining the cultural and economic practices of early man in middle stone age  Discussions Note taking  Asking and answering questions | Maps Photographs Students book Realie  Resource person Documentary Newspaper cuttings Hand outs  pictures | Evolving world Bk 1 page 24-28  K.L.B History and Government Bk 1 page 18-19 |  |
| 2 | Early Man Development of Agriculture | The late stone age/upper Paleolithic 15,000-8,000  years ago Development of early Agriculture Beginning of crop growing The beginning of animal domestication | By the end of the lesson, the learner should be able to: Explain the cultural and economic practices of man during the late stone age  Explain the economic practices of man during their stage  State factors that contribute to the beginning of crop growing  State factors that led to domestication of animals | Explanation Discussions Note taking  Asking questions and answering questions Explanations Demonstrations Drawing  Asking and answering questions | Maps Photographs Students book Realie  Resource person Documentary Newspaper cuttings Hand outs  Pictures Charts Pictures Realia Documents  Teacher?s guide | Evolving world Bk 1 page 27  K.L.B History and Government Bk 1 page 19-21 |  |
| 3 | Development of Agriculture | Early Agriculture in Egypt Characteristics of early Agriculture Impact of Early Agriculture in Egypt | By the end of the lesson, the learner should be able to:  State the characteristics of early Agriculture Explain the impact of early Agriculture in Egypt | Explanations Discussions  Asking and answering questions  Drawing map of Egypt Note taking | Maps Charts  Students book Picture  Hand outs Resource person | Evolving world Bk 1 page 36-38  K.L.B History and Government Bk 1 page 24-26 |  |
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| **8** | 1 | Development of Agriculture | Early Agriculture in Mesopotamian Characteristic of early Agriculture in Mesopotamia Impacts of early Agriculture in Mesopotamia The Agricultural Revolution | By the end of the lesson, the learner should be able to: Identify the characteristics of early Agriculture in Mesopotamia  Explain the impacts of early Agriculture in Mesopotamia  Define the term Agrarian Revolution Explain the farming methods in Britain after the Agrarian Revolution | Explanation Discussions  Asking and answering questions  Note taking Explanations  Writing down important points  Demonstrating | Maps Photographs Students book Teachers guide Pictures  Hand-outs Realia  Resource person documents  Text book Charts Map  News paper cutting | Evolving world Bk 1 page 34-35  K.L.B History and Government Bk 1 page 25-26 |  |
| 2 | Development of Agriculture | Farming methods after Agrarian Revolution | By the end of the lesson, the learner should be able to:  Explain the farming methods in Britain after the Agrarian Revolution | Discussions Explanations  Asking and answering questions  Note taking | Students book Teachers guide Hand-outs Picture  Charts Realia  Resource person documents | Evolving world Bk 1 page 40-42  K.L.B History and Government Bk 1 page 28-30 |  |
| 3 | Development of Agriculture | Effects of Agrarian Revolution in Britain Agrarian Revolution in U.S.A  Effects of Agrarian Revolution in  U.S.A Food situation in Africa and the role of the world | By the end of the lesson, the learner should be able to: Explain the effects of the Agrarian Revolution in Britain  Explain the factors that contributed to Agrarian Revolution in U.S.A State the effects of Agrarian period from U.S.A  Explain the food situation in Africa and the rest of the world | Explaining the effects of Agrarian Revolution in Britain and factors contributing to Agrarian Revolution in U.S.A Discussion  Asking and answering questions  Note taking Explanations Discussions | Picture Students book Teachers guide Hand-outs Realia  Charts  Resource person documents Pictures  Maps Realia | Evolving world Bk 1 page 42-44  K.L.B History and Government Bk 1 page 30-33 |  |
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| **9** | 1 | Development of Agriculture | Factors contributing to food shortage in Africa Remedies of food shortage | By the end of the lesson, the learner should be able to:  Identify the factors contributing to food shortage in Africa and the rest of the world Identify effects of food shortage  Explain the remedies to food shortage in Africa and the rest of the world | Explanations Discussions  Asking and answering questions  Note taking Drawings | Teachers guide Students book Pictures Charts  Maps Hand-outs Realia | Evolving world Bk 1 page 45-50  K.L.B History and Government Bk 1 page 33-36 |  |
| 2 | The people of Kenya up to the 19th Century | Early inhabitants Origin, migration and settlement of people of Kenya Origin, migration and settlement of the Eastern cushites Rendile Somali | By the end of the lesson, the learner should be able to: Trace the origin, migration and settlement of the people of Kenya  Explain the origin, migration and settlement of the Eastern Cushites i.e Rendile and Somali State factors and reasons for their migrations  State results of their migration of settlement | Discussions Drawing the map of Kenya showing the early inhabitants Explanations  Asking and answering questions  Note taking | Students book Maps  Chart Pattern handouts Maps Charts Hand-outs pictures | Evolving world Bk 1 page 51-52  K.L.B History and Government Bk 1 page 38-39 |  |
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|  | 3 | The people of Kenya up to the 19th Century | Origin, migration and settlement of Bantu Factors that led to the migration of the Western Bantu Origin, migration and settlement of Bantu Factors that led to the migration if the western Bantu Origin, migration and settlement of Abaluhya Abagusii Abakuria | By the end of the lesson, the learner should be able to:  State the reasons for the migration of the Bantus Explain the reasons of their settlements Explain the reasons for their settlements  State the causes of migration of Abaluhya, Abagusiii and Abakuria Explain the origin and settlement of Abaluhya, Abagusii and Abakuria | Explanations Discussions  Asking and answering questions  Writing down important points  Note taking Demonstration explaining the origin, migration and settlement of Abagusii, Abaluhya and Abakuria demonstrating  drawing of maps showing migration patterns | Students book Teachers guide Maps  Charts handouts Hand-outs pictures pictures | Evolving world Bk 1 page 52-53  K.L.B History and Government Bk 1 page 48-49 |  |
| **10** | END OF TERM EXAMS | | | | | | | |

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