**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: MEANING OF HISTORY MEANING OF GOVERNMENT**

**WEEK: 4 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; define the term history, the meaning of the term government.

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  TIME | CONTENT | LA/TA | LEARNING AIDS | REFERNCE |
| 5 Minutes | **Introduction**Introduction to the new topic onintroduction to history and government. Trying to give the meaning of history and government. | Defining Narration Asking and answering questions  | Chalk boardStudents bookPicturesCharts | Evolving world Bk 1 page 1-2 |
| 30 Minutes | **Content**Defining the meaning of history and government. Stating different meaning of history and government as given by different historians. Discussing the different type of forms of government i.e. Democratic, aristocratic, monarchical and dictatorial.Explaining the different nations in the world that use each of the government.  | Explaining the meaning of the terms history and governmentStudent writing down important pointsAsking questionsAnswering questionsNote taking by the teacher on the chalk board | Chalk boardStudents bookPicturesChartsHandouts |
| 5 Minutes | **Conclusion** Review of the lesson by giving a brief summary on the meaning of history and government, stating the different form of government. | Stating Defining  | Teachers noteStudent booksChalkboard. |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: Sources of information in history and Government**

**WEEK: 4 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Identify the sources of information on history and government, oral tradition and its limitations
2. Archeology
3. Paleontology

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | **Introduction**Recap of the previous lesson content on meaning of history and governmentStating the various sources of information in history and government | Explanation\* Discussion\* Asking and answering questions | Charts\* Students book\* Maps\* Picture\* Handouts\* Realia | Milestone in History and Government page 2-4\* Evolving world Bk 1 page 1-2\* K.I.E Bk 1 page 6-15\* K.L.B Bk 1 page 2-6\* Gateway Revision page 13 |
| 10 MINS | * Defining oral tradition
* Discussing the advantages and limitations of oral tradition
 | Explanation\* Discussion\* Asking and answering questions\* Note taking | Charts\* Students book\* Maps\* Picture\* Handouts\* Realia |
| 10 mins | * Discussing the advantages and limitation of archeology
 |
| 10 mins | * Explaining paleontology as a source of information
 |
| 5 MINS | Making summary on key pointsGiving of assignmentsCopying notes | \* Asking and answering questions\* Giving assignment \* Note taking | Charts\* Students book\* Maps\* Picture\* Handouts\* Realia |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC:** Sources of information in history and Government: Anthropology, Geology, Genetics

**WEEK: 4 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Explain anthropology, Geology and Genetics as sources of information on History and Government

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lessonIntroducing anthropology, geology and genetics as sources of information in history & government | Explanations\* Discussions\* Answering questions\* Asking questions | Text book\* Hand outs\* Picture maps\* Realia\* Teachers guide\* Resource person | Milestone in History and Government page 26-27\* 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\* Gateway Revision page 2-3 |
| 15 MINS | * Discussing and explaining Anthropology as a source of information as well as its advantages and limitations
 | Explanations\* Discussions\* Answering questions\* Asking questions\* Note taking | Text book\* Hand outs\* Picture maps\* Realia\* Teachers guide\* Resource person |
| 10 mins | * Discussing and explaining Geology as a source of information in History & Govt
 |
| 5 mins | * Discussing and explaining Genetics as a source of information in History & Govt
 |
| 5 MINS |  | \* Answering questions\* Asking questions\* Note taking | Text book\* Hand outs\* Picture maps\* Realia\* Teachers guide\* Resource person |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC:** Sources of information in history and Government: Linguistics

**WEEK: 5 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

 (a) Linguistics as A source of information on History and Government

(b) State advantages and limitations of linguistics

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | * Recap of the previous lessons.
* Introducing linguistics as a source of information
 | Explanations on content \* Discussions\* Asking and answering questions\* Note taking | Chart\* Realia\* Hand outs\* Students book\* Audio Visual Radio | Milestone in History and Government page 6-7\* Milestone Teachers guide 226\* Evolving world Bk 1 page 12-15\* K.L.B History and Government Bk 1 page 2-6\* Gateway Revision page 3-4 |
| 10 MINS | * Explaining how linguistics is a source of information by looking at different languages.
 | Explanations on content \* Discussions\* Asking and answering questions\* Note taking | Chart\* Realia\* Hand outs\* Students book\* Audio Visual Radio |
| 10 mins | * Stating and explaining advantages of linguistics.
 |
| 10 mins | * Stating and discussing the limitations of linguistics
 |
| 5 MINS | Making summary and giving of assignmentsCopying notes down | \* Asking and answering questions\* Note taking | Chart\* Realia\* Hand outs\* Students book\* Audio Visual Radio |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC:** Sources of information in history and Government: Mass media, written sources and their limitations

**WEEK: 5 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain mass media and written sources of information on History

(b) State the limitations of written sources

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous sources of information and linking to mass media and written sources as source of information in history and Govt | Discussions\* Explanations\* Asking and answering questions\* Note taking | Charts\* Realia\* Handouts\* Students book\* Audio visual radio | Milestone in History and Government page 6-7\* Milestone Teachers guide 226\* Evolving world Bk 1 page 12-15\* K.L.B History and Government Bk 1 page 2-6\* Gateway Revision page 3-4 |
| 5 MINS | * Explaining and discussing mass media and written sources of information
 | Discussions\* Explanations\* Asking and answering questions\* Note taking | Charts\* Realia\* Handouts\* Students book\* Audio visual radio |
| 12.5 mins | * Discussing advantages and disadvantages of mass media.
 |
| 12.5 mins | * Discussing and explaining written source of information
 |
| 5 MINS | Making summary of key pointsAnswering assignments questions | \* Asking and answering questions\* Note taking | Charts\* Realia\* Handouts\* Students book\* Audio visual radio |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION……………………………………………………………………….**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC:** Importance of studying history and Government

**WEEK: 5 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Explain the importance of studying History and Government
2. Explaining the importance of studying history and Government

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous sources of information and linking this to the importance of studying History and Government based on all sources of information | Note taking- Discussions- Asking questions- Answering questions | Picture\* Handouts\* Teachers book\* Students book\* Charts \* Realia | Milestone in History and Government page 6-7\* Milestone Teachers guide 26\* Evolving world Bk 1 page 4-5\* K.L.B History and Government Bk 1 page 6-7\* Gateway Revision page 3-4 |
| 15 MINS | * Discussing and explaining importance of studying History.
 | Note taking- Discussions- Asking questions- Answering questions | Picture\* Handouts\* Teachers book\* Students book\* Charts \* Realia |
| 15 Mins | * Discussing and explaining the importance of Studying Government.
 |
| 5 MINS | Summary of the lesson and the entire topic of study in briefOutlining key issues of the topic Giving of assignments | Note taking- Asking questions- Answering questions | Picture\* Handouts\* Teachers book\* Students book\* Charts \* Realia |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: Early Man**

**SUB TOPIC:** The origin of early Man: Mythical theory, Creation theory, Evolution theory

**WEEK: 6 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Explain the origin of man as given in the mythical theory, creation and evolution theory

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous topic and its importance in explaining the origin of man using various theories (use oral tradition, written) | Discussions on the origin of man\* Asking and answering questions\* Note taking | Photographs\* Students book\* Pictures\* Handouts\* Teachers guide book\* Charts\* maps | Milestone in History and Government page 8-9\* Milestone Teachers guide 26\* Evolving world Bk 1 page 16\* K.L.B History and Government Bk 1 page 8-9\* Gateway Revision page 3-4 |
| 10 MINS | * Discussing the origin of man using the mythical theory
 | Discussions on the origin of man\* Asking and answering questions\* Note taking | Photographs\* Students book\* Pictures\* Handouts\* Teachers guide book\* Charts\* maps |
| 10 MINS | * Discussing the origin of man using creation theory
 |
| 10 MINS | * Discussing and explaining the origin of man using evolution theory
 |
| 5 MINS | Summary on the various theories of origin of manNoting down assignments | \* Asking and answering questions\* Note taking | Photographs\* Students book\* Pictures\* Handouts\* Teachers guide book\* Charts\* maps |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION……………………………………………………………………….**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC: Evolution of Man**

- Meaning of evolution

- Stages in the evolution of man

- Aegyptopithecus

- Dryopithecus

**WEEK: 6 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain and identify the stages through which a man evolved

(b) Aegytopithecus

(c) Dryopithecus

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and linking theory of evolution with stages of evolution of man | 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 | Milestone in History and Government page 9-11\* Milestone Teachers guide 26\* Evolving world Bk 1 page 17-29\* K.L.B History and Government Bk 1 page 9-21\* Gateway Revision page 5 |
| 5 MINS | Defining and explaining evolution and its stages | 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 |
| 12.5 Mins | Discussing the evolution and characteristics of Aegyptopithecus |
| 12.5 Mins | Discussing the evolution and characteristics of Dryopithecus |
| 5 MINS | Making summary on key pointsCopying notes | \* Asking and answering question\* Note taking | Maps \* Students book\* Teachers guide\* Hand outs\* Charts\* Maps\* Pictures |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC:** Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape) Australopithecus

**WEEK: 6 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Identify and explain the stages through which man evolved i.e

- kenyapithecus

- Ramapithecus

- Australopithecus

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling the previous lesson and introducing other stages of mans evolution | Explaining the stages of evolution\* Discussing\* Describing \* Answering questions\* Asking questions | Charts\* Students book\* Photographs\* Pictures\* Hand outs | Milestone in History and Government form 1 page 11-12\* Milestone Teachers guide 31\* Evolving world Bk 1 page 19-22\* K.L.B History and Government Bk 1 page 11-16 |
| 10 MINS | * Explaining the evolution and characteristics of Kenyapithecus
 | Explaining the stages of evolution\* Discussing\* Describing \* Answering questions\* Asking questions | Charts\* Students book\* Photographs\* Pictures\* Hand outs |
| 10 mins | * Explaining the evolution and characteristics of Ramapithecus
 |
| 10 mins | * Explaining the evolution and characteristics of Australopithecus
 |
| 5 MINS | Summarizing the lesson by recalling on key pointsGiving of assignments | \* Answering questions\* Asking questions | Charts\* Students book\* Photographs\* Pictures\* Hand outs |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC:** Evolution of man

Homo habilis (handy man)

Homo erectus (upright man)

**WEEK: 7 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Explain the stages through which man evolved i.e. homo habilis and erectus

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling the previous sub-topic and linking it with the evolution of Homo habilis and homo erectus | Explanation\* Discussing\* Describing\* Questions and answers | Chart\* Pictures\* Students book\* Teachers book\* Realia\* Hand outs | Milestone in History and Government form 1 page 13-14\* Milestone Teachers guide 31\* K.L.B History and Government Bk 1 page 11-14 |
| 15 MINS | * Discussing and explaining the evolution of Homo habilis and its characteristics
 | Explanation\* Discussing\* Describing\* Questions and answers | Chart\* Pictures\* Students book\* Teachers book\* Realia\* Hand outs |
| 15 mins | * Discussing and explaining the evolution of Homo erectus and its characteristics
 |
| 5 MINS | Giving assignmentsCopying notesMaking lesson summary | \* Questions and answers | Chart\* Pictures\* Students book\* Teachers book\* Realia\* Hand outs |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC: Evolution of Man**

Homo sapiens (intelligent man)

Rhodesian man

Neanderthal man

Cro-Magnon

**WEEK: 7 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) State characteristics of Homo sapiens, Rhodesian, and Cro-Magnon

(b) Explain the stages through which man evolved

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling on previous stages of man’s evolution and expanding on stages involving homo sapiens,Rhosian man, Cro-Magnon | Explanations\* Discussions\* Questions and answers | Text book\* Maps\* Pictures/photographs\* Documents\* Handouts\* Resource person | Milestone in History and Government form 1 page 13-14\* Milestone Teachers guide 31\* Evolving world Bk 1 page 22-23\* K.L.B History and Government Bk 1 page 14-16\* Gateway Revision page 7 |
| 10 MINS | Stating and discussing the characteristics of Homo sapiens | Explanations\* Discussions\* Questions and answers | Text book\* Maps\* Pictures/photographs\* Documents\* Handouts\* Resource person |
| 10 Mins | Stating and discussing the characteristics of Rhodesian man |
| 10 Mins | Stating and discussing the characteristics of Cro - magnon |
| 5 MINS | Making lesson summary and giving assignments | \* Questions and answersNote taking | Text book\* Maps\* Pictures/photographs\* Documents\* Handouts\* Resource person |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC:** Evolution of man

Homo sapiens **sapiens**

**WEEK: 7 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain the stages through which man evolved 1.e Homo sapiens, Sapiens

(b) State the characteristics of Homo Sapiens-Sapiens

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of previous lesson and linking with the study of Homo sapiens sapiens | Drawing a picture of Homo sapiens sapiens\* Note taking\* Explaining the characteristics of Homo Sapiens Sapiens | Maps\* Photographs\* Students book\* Teachers guide \* Revision \* Resource person | Milestone in History and Government form 1 page 14-15\* Milestone Teachers guide 31\* Evolving world Bk 1 page 23-24\* K.L.B History and Government Bk 1 page 16\* Gateway Revision page 7 |
| 20 MINS | Discussing and explaining the evolution of Homo sapiens sapiens | Drawing a picture of Homo sapiens sapiens\* Note taking\* Explaining the characteristics of Homo Sapiens Sapiens | Maps\* Photographs\* Students book\* Teachers guide \* Revision \* Resource person |
| 10 Mins | Stating the characteristics of homo sapiens sapiens |
| 5 MINS | Making lesson summary and giving of assignments | \* Note taking | Maps\* Photographs\* Students book\* Teachers guide \* Revision \* Resource person |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC:** Early man: Cultural and economic practices of early man

Early Stone Age/ lower Paleolithic and 1ST phase

**WEEK: 8 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Explain the cultural and economic practices of man during the early age

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and introducing cultural and economic practice of man in various stages | Explanations\* Discussions\* Note taking\* Asking and answering questions | Students book\* Charts\* Realia\* Pictures\* Documentaries | Milestone in History and Government form 1 page 14-15\* Milestone Teachers guide 31\* Evolving world Bk 1 page 24-28\* K.L.B History and Government Bk 1 page 16-20\* Gateway Revision page 7 |
| 15 MINS | * Stating and discussing cultural practices of man during the early stone age period
 | Explanations\* Discussions\* Note taking\* Asking and answering questions | Students book\* Charts\* Realia\* Pictures\* Documentaries |
| 15 mins | * Stating and discussing the economic practices of man during the early stone age period
 |
| 5 MINS | Making lesson summary and giving assignments | \* Note taking\* Asking and answering questions | Students book\* Charts\* Realia\* Pictures\* Documentaries |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC:** Middle stone age/middle Paleolithic use and 2nd phases

**WEEK: 8 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain the cultural and economic practices of man during the middle stone age

(b) Explain the economic practices of man during the stage

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and introducing cultural and economic practice of man in the middle stone age period | Explaining the cultural and economic practices of early man in middle stone age\* Discussions\* Note taking\* Asking and answering questions | Maps\* Photographs\* Students book\* Realia\* Resource person\* Documentary | Milestone in History and Government form 1 page 17-18\* Milestone Teachers guide 31\* Evolving world Bk 1 page 24-28\* K.L.B History and Government Bk 1 page 18-19\* Gateway Revision page 8-9 |
| 15 MINS | Stating and discussing cultural practices of man during the middle stone age period | Explaining the cultural and economic practices of early man in middle stone age\* Discussions\* Note taking\* Asking and answering questions | Maps\* Photographs\* Students book\* Realia\* Resource person\* Documentary |
| 15 mins | Stating and discussing economic practices of man during the middle stone age period |
| 5 MINS | Making lesson summaryNoting key points of the lessonGiving assignments | \* Note taking\* Asking and answering questions | Maps\* Photographs\* Students book\* Realia\* Resource person\* Documentary |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC:** The late stone age/upper Paleolithic 15,000-8,000 years ago

**WEEK: 8 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain the cultural and economic practices of man during the late Stone Age

(b) Explain the economic practices of man during their stage

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and introducing cultural and economic practice of man in the late stone age period | Explanation\* Discussions\* Note taking\* Asking questions and answering questions | Students book\* Realia\* Resource person\* Documentary\* Newspaper cuttings\* Hand outs\* Pictures | Milestone in History and Government form 1 page 18-19\* Milestone Teachers guide 31\* Evolving world Bk 1 page 27\* K.L.B History and Government Bk 1 page 19-21\* Gateway Revision page 9-10 |
| 15 MINS | Stating and discussing cultural practices of man during the late stone age period | Explanation\* Discussions\* Note taking\* Asking questions and answering questions | Students book\* Realia\* Resource person\* Documentary\* Newspaper cuttings\* Hand outs\* Pictures |
| 15 mins | Stating and discussing economic practices of man during the late stone age period |
| 5 MINS | Making lesson summaryGiving assignmentsCopying down notes | \* Note taking\* Asking questions and answering questions | Students book\* Realia\* Resource person\* Documentary\* Newspaper cuttings\* Hand outs\* Pictures |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC:**

- Development of early Agriculture

- Beginning of crop growing

- The beginning of animal domestication

**WEEK: 9 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) State factors that contribute to the beginning of crop growing

(b) State factors that led to domestication of animals

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling the previous lesson and linking it to man’s development of agriculture | Discussions\* Explanations\* Demonstrations\* Drawing\* Asking and answering questions\* Note taking | Maps\* Charts\* Students book\* Hand outs\* Pictures\* Realia\* Resource person\* Documents | Teacher's guide\* Milestone in History and Government form 1 page 20-21\* Milestone Teachers guide 35-36\* Evolving world Bk 1 page 30-33\* K.L.B History and Government Bk 1 page 22-24\* Gateway Revision page 11-12 |
| 30 MINS | * Stating and discussing factors that contributed to beginning of crop growing(agriculture)
 | Discussions\* Explanations\* Demonstrations\* Drawing\* Asking and answering questions\* Note taking | Maps\* Charts\* Students book\* Hand outs\* Pictures\* Realia\* Resource person\* Documents |
|  | * Stating and explaining factors that contributed to beginning of domestication of animals
 |
| 5 MINS | Making lesson summaryGiving assignmentsCopying down notes | \* Asking and answering questions\* Note taking | Maps\* Charts\* Students book\* Hand outs\* Pictures\* Realia\* Resource person\* Documents |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC:**

**-** Early Agriculture in Egypt

- Characteristics of early Agriculture

- Impact of Early Agriculture in Egypt

**WEEK: 9 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) State the characteristics of early Agriculture

(b) Explain the impact of early Agriculture in Egypt

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and introducing characteristics of early agriculture in Egypt | Explanations\* Discussions\* Asking and answering questions\* Note taking\*  | Maps\* Charts\* Students book\* Picture\* Hand outs\* Resource person | Milestone in History and Government form 1 page 21-23\* Milestone Teachers guide 36\* Evolving world Bk 1 page 36-38\* K.L.B History and Government Bk 1 page 24-26 |
| 10 MINS | * Stating and discussing the characteristics of early agriculture in Egypt
 | Explanations\* Discussions\* Asking and answering questions\* Note taking | Maps\* Charts\* Students book\* Picture\* Hand outs\* Resource person |
| 20 Mins | * Discussing the impact of early agriculture in Egypt
 |
| 5 MINS | Making lesson summary by recalling on key points of the lesson | Explanations\* Discussions\* Asking and answering questions\* Note taking | Maps\* Charts\* Students book\* Picture\* Hand outs\* Resource person |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC: -** Early Agriculture in Mesopotamian

- Characteristic of early Agriculture in Mesopotamia

- Impacts of early Agriculture in Mesopotamia

**WEEK: 9 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Identify the characteristics of early Agriculture in Mesopotamia

(b) Explain the impacts of early Agriculture in Mesopotamia

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Introduction by linking the previous lesson and the study of agriculture in Mesopotamia | Explanation\* Discussions\* Asking and answering questions\* Note taking | Maps\* Photographs\* Students book\* Teachers guide\* Pictures\* Hand-outs\* Realia \* Resource person | Milestone in History and Government form 1 page 23-25, 24-26\* Milestone Teachers guide 36\* Evolving world Bk 1 page 34-35\* K.L.B History and Government Bk 1 page 25-26 |
| 10 MINS | * Stating and discussing the characteristics of early agriculture in Mesopotamia
 | Explanation\* Discussions\* Asking and answering questions\* Note taking | Maps\* Photographs\* Students book\* Teachers guide\* Pictures\* Hand-outs\* Realia \* Resource person |
|  | * Discussing the impact of early agriculture in Mesopotamia
 |
| 5 MINS | Making lesson summary by recalling on key points of the lesson | \* Asking and answering questions\* Note taking | Maps\* Photographs\* Students book\* Teachers guide\* Pictures\* Hand-outs\* Realia \* Resource person |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC:** The Agricultural Revolution

**WEEK: 10 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Define the term Agrarian Revolution

(b) Explain the farming methods in Britain before and after the Agrarian Revolution

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling on the previous lesson and linking it to the development of agrarian revolution in Europe | Discussions\* Explanations\* Asking and answering questions\* Writing down important points\* Demonstrating | Photographs\* Text book\* Teachers guide\* Hand-outs\* Charts\* Map\* Resource person\* Pictures | Milestone in History and Government form 1 page 26-27, \* Milestone Teachers guide 36-37\* Evolving world Bk 1 page 39-41\* K.L.B History and Government Bk 1 page 25-26\* Gateway Revision Page 14-15 |
| 30 MINS | * Defining agrarian revolution and factors leading to its development.
 | Discussions\* Explanations\* Asking and answering questions\* Writing down important points\* Demonstrating | Photographs\* Text book\* Teachers guide\* Hand-outs\* Charts\* Map\* Resource person\* Pictures |
|  | * Discussing and explaining farming methods in Britain before agrarian revolution
 |
| 5 MINS | Making lesson summary on key points Giving assignments | \* Asking and answering questions\* Writing down important points | Photographs\* Text book\* Teachers guide\* Hand-outs\* Charts\* Map\* Resource person\* Pictures |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC:** Farming methods after Agrarian Revolution**WEEK: 10 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

1. Explain the farming methods in Britain after the Agrarian Revolution

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling on the previous lesson and linking it to the development of agrarian revolution in Europe | Discussions\* Explanations\* Asking and answering questions\* Note taking | Students book\* Teachers guide\* Hand-outs\* Picture\* Charts\* Realia\* Resource person | Milestone in History and Government form 1 page 26-28\* Milestone Teachers guide 36-37\* Evolving world Bk 1 page 40-42\* K.L.B History and Government Bk 1 page 28-30\* Gateway Revision Page 14-15 |
| 30 MINS | Discussing and explaining farming methods in Britain after agrarian revolution | Discussions\* Explanations\* Asking and answering questions\* Note taking | Students book\* Teachers guide\* Hand-outs\* Picture\* Charts\* Realia\* Resource person |
| 5 MINS | Making lesson summary and recalling on key points of the lesson | \* Asking and answering questions\* Note taking | Students book\* Teachers guide\* Hand-outs\* Picture\* Charts\* Realia\* Resource person |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC:**

- Effects of Agrarian Revolution in Britain

- Agrarian Revolution in U.S.A

**WEEK: 10 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain the effects of the Agrarian Revolution in Britain

(b) Explain the factors that contributed to Agrarian Revolution in U.S.A

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recalling on the previous lesson and linking it to the effects of agrarian revolution in Britain | \* Discussion\* Asking and answering questions\* Note taking | Picture\* Students book\* Teachers guide\* Hand-outs\* Realia\* Charts | Milestone in History and Government form 1 page 28-33\* Milestone Teachers guide 36-37\* Evolving world Bk 1 page 42-44\* K.L.B History and Government Bk 1 page 30-33\* Gateway Revision Page 15-17 |
| 10 MINS | * Discussing the effects of agrarian revolution in Britain
 | \* Discussion\* Asking and answering questions\* Note taking | Picture\* Students book\* Teachers guide\* Hand-outs\* Realia\* Charts |
| 20 mins | * Discussing and explaining factors that contributed to Agrarian revolution in U.S.A
 |
| 5 MINS | Making lesson summaryGiving assignments. | \* Asking and answering questions\* Note taking | Picture\* Students book\* Teachers guide\* Hand-outs\* Realia\* Charts |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC: -** Effects of Agrarian Revolution in U.S.A

- Food situation in Africa and the role of the world

**WEEK: 11 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) State the effects of Agrarian period from U.S.A

(b) Explain the food situation in Africa and the rest of the world

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and linking to effects of agrarian revolution in U.S.A and food situation in Africa and the rest of the world. | Explanations\* Discussions\* Asking and answering questions\* Note taking | Pictures\* Maps\* Charts\* Teachers guide\* Students book\* Hand-outs\* Realia | Milestone in History and Government form 1 page 32-34\* Milestone Teachers guide 37\* Evolving world Bk 1 page 45-46\* K.L.B History and Government Bk 1 page 33 |
| 30 MINS | * Discussing and explaining the effects of agrarian revolution in USA
 | Explanations\* Discussions\* Asking and answering questions\* Note taking | Pictures\* Maps\* Charts\* Teachers guide\* Students book\* Hand-outs\* Realia |
|  | * Discussing the food situation in Africa and the rest of the world
 |
| 5 MINS | Making lesson summary and recalling and key points of the lessonMaking notesTaking down assignments | \* Asking and answering questions\* Note taking | Pictures\* Maps\* Charts\* Teachers guide\* Students book\* Hand-outs\* Realia |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: DEVELOPMENT OF AGRICULTURE**

**SUB TOPIC:**

**-** Factors contributing to food shortage in Africa

- Remedies of food shortage

**WEEK: 11 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Identify the factors contributing to food shortage in Africa and the rest of the world

(b) Identify effects of food shortage

(c) Explain the remedies to food shortage in Africa and the rest of the world

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Explaining the term food shortage and linking it with past experiences of the learner | Explanations\* Discussions\* Asking and answering questions\* Note taking | Drawings \* Teachers guide\* Students book\* Pictures\* Charts\* Maps\* Hand-outs\* Realia | Milestone in History and Government form 1 page 29-33\* Milestone Teachers guide 37\* Evolving world Bk 1 page 45-50\* K.L.B History and Government Bk 1 page 33-36\* Gateway Revision Page 17-19 |
| 20 MINS | * Identifying factors contributing to food shortage
* Discussing and explaining effects of 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 |
| 10 mins | * Explaining remedies to food shortage in Africa and the rest of the world
 |
| 5 MINS | Making lesson summary by recalling on the key points of the lesson | \* Asking and answering questions\* Note taking | Drawings \* Teachers guide\* Students book\* Pictures\* Charts\* Maps\* Hand-outs\* Realia |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: THE PEOPLE OF KENYA UP TO THE 19TH CENTURY SUB TOPIC:** Early inhabitants

- Origin, migration and settlement of people of Kenya

**WEEK: 11 LESSON NO: 3**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Trace the origin, migration and settlement of the people of Kenya

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Introducing the new topic on the people of Kenya Up to the 19th C | Discussions\* Explanations\* Asking and answering questions\* Note taking | Students book\* Maps\* Chart\* Pattern\* handouts | Milestone in History and Government form 1 page 39-40\* Milestone Teachers guide 42-43\* Evolving world Bk 1 page 51-52\* K.L.B History and Government Bk 1 page 38-39 |
| 30 MINS | Tracing the origin, migration and settlement of the people of Kenya up to the 19th CDiscussing the early original inhabitants of Kenya | Discussions\* Explanations\* Asking and answering questions\* Note taking | Students book\* Maps\* Chart\* Pattern\* handouts |
| 5 MINS | Making lesson summary of the topic and reflecting on tomorrow’s lessonGiving assignments | \* Drawing the map of Kenya showing the early inhabitants\* Explanations\* Asking and answering questions\* Note taking | Students book\* Maps\* Chart\* Pattern\* handouts |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC:** THE PEOPLE OF KENYA UP TO THE 19TH CENTURY

**SUB TOPIC:** Origin, migration and settlement of the Eastern cushites

**- Rendile**

**- Somali**

**WEEK: 12 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Explain the origin, migration and settlement of the Eastern Cushites i.e. Rendile and Somali

(b) State factors and reasons for their migrations

(c) State results of their migration of settlement

LESSON PRESENTATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and linking it to the origin and migration of eastern cushites (Rendile , Somali) | Discussions\* Explanations\* Asking and answering questions\* Note taking | Maps \* Charts \* Students book\* Hand-outs\* pictures | Milestone in History and Government form 1 page 39-40\* Milestone 40-41 Teachers guide 43\* Evolving world Bk 1 page 52-53\* K.L.B History and Government Bk 1 page 48\* Gateway Revision page |
| 5 MINS | * Explaining the origin, migration and settlement of eastern cushites.
 | Discussions\* Explanations\* Asking and answering questions\* Note taking | Maps \* Charts \* Students book\* Hand-outs\* pictures |
| 12.5 mins | * Stating and explaining factors for the migration of eastern cushites
 |
| 12.5 mins | * Stating and explaining the results of the migration of eastern cushites
 |
| 5 MINS | Making lesson summary by recalling on key points of the lesson | \* Asking and answering questions\* Note taking | Maps \* Charts \* Students book\* Hand-outs\* pictures |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: THE PEOPLE OF KENYA UP TO 19TH CENTURY**

**SUB TOPIC:** Origin, migration and settlement of Bantu

Factors that led to the migration of the Western Bantu

**WEEK: 12 LESSON NO: 2**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) State the reasons for the migration of the Bantus

(b) Explain the reasons of their settlements

**LESSON PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS | Recap of the previous lesson and introducing the lesson on migration and settlement of Bantus | Explanations\* Discussions\* Asking and answering questions\* Writing down important points | Students book\* Teachers guide\* Maps\* Charts\* handouts | Milestone in History and Government form 1 page 41\* Milestone Teachers guide 43\* Evolving world Bk 1 page 52-53\* K.L.B History and Government Bk 1 page 48-49 |
| 30 MINS | Tracing the origin and migration and settlement of BantusDiscussing the reasons for the migration and settlement of western Bantus | Explanations\* Discussions\* Asking and answering questions\* Writing down important points | Students book\* Teachers guide\* Maps\* Charts\* handouts |
| 5 MINS | Making lesson summary and taking note of key points of the lesson | \* Asking and answering questions\* Writing down important points | Students book\* Teachers guide\* Maps\* Charts\* handouts |

***SELF EVALUATION:***

**TEACHER’S NAME……………………………………………………..TSC NO…………….**

**SCHOOL/INSTITUTION………………………………………………………………………. TERM 1**

**FORM: 1 STREAM ROLL: B G TOT**

**SUBJECT: HISTORY TOPIC: Revision and Exams**

**SUB TOPIC: Revision and Exams**

**WEEK: 3 LESSON NO: 1**

**DATE……………………………………………….TIME……………………………………….**

**OBJECTIVES:** By the end of the lesson, the learner should be able to:

(a) Revise the terms work and be in a position to answer the questions asked in the exam

LESSON PRESENTATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **CONTENT** | **LA/TA** | **LEARNING AIDS** | **REFERENCE** |
| 5 MINS |  | Revising for exams 1\* Exam papers | Pens\* Text book\* Question papers\* Revision books\* Text books\* notes |  |
| 30 MINS |  | Revising for exams 1\* Exam papers | Pens\* Text book\* Question papers\* Revision books\* Text books\* notes |  |
| 5 MINS |  | Revising for exams 1\* Exam papers | Pens\* Text book\* Question papers\* Revision books\* Text books\* notes |  |

***SELF EVALUATION:***