**OUR LIVES TODAY SOCIAL STUDIES ACTIVITIES**

**GRADE 5 SCHEMES OF WORK TERM 1 2021**

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| **WK** | **LSN**  | **STRAND**  | **SUB STRAND** | **SPECIFIC LEARNING OUTCOMES** | **LEARNING EXPERIENCE** | **KEY INQUIRY QUESTIONS**  | **LEARNING RESOURCES** | **ASSESSMENTS**  | **REMARKS**  |
| 1 | 1 | NATURAL AND BUILT ENVIRONMENTS | Natural EnvironmentElements ofa map | By the end of the sub strand, the learner should be able to;a) identifythe key elements of a map b) read and interpret maps using the key elementsc)appreciate use of maps in daily life  | Learners are guided to: •Identify elements of a map in groups, using a sketch map/wall map/atlas/age-appropriate map.(Title, frame, key/legend, scale, compass) •Identify elements of a map using digital resources•Draw a sketch map and indicate the elements•Practice reading and interpreting a map using the elements•Play computer games in groups, on the elements of a map (digital maps/atlas/wall maps)•Practice, in groups, using different types of maps to identify the elements  | How do we use maps in our daily lives? | •Local and extended environment•Real objects•Maps•Photographs, pictures and paintings•Flash cards and posters•Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personOur lives today social studies page1-9 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
|  | 2 | NATURAL AND BUILT ENVIRONMENTS | Natural EnvironmentElements ofa map | By the end of the sub strand, the learner should be able to;a) identifythe key elements of a map b) read and interpret maps using the key elementsc)appreciate use of maps in daily life  | Learners are guided to: •Identify elements of a map in groups, using a sketch map/wall map/atlas/age-appropriate map.(Title, frame, key/legend, scale, compass) •Identify elements of a map using digital resources•Draw a sketch map and indicate the elements•Practice reading and interpreting a map using the elements•Play computer games in groups, on the elements of a map (digital maps/atlas/wall maps)•Practice, in groups, using different types of maps to identify the elements  | How do we use maps in our daily lives? | •Local and extended environment•Real objects•Maps•Photographs, pictures and paintings•Flash cards and posters•Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personOur lives today social studies page1-9 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
|  | 3 | NATURAL AND BUILT ENVIRONMENTS | Natural EnvironmentElements ofa map | By the end of the sub strand, the learner should be able to;a) identifythe key elements of a map b) read and interpret maps using the key elementsc)appreciate use of maps in daily life  | Learners are guided to: •Identify elements of a map in groups, using a sketch map/wall map/atlas/age-appropriate map.(Title, frame, key/legend, scale, compass) •Identify elements of a map using digital resources•Draw a sketch map and indicate the elements•Practice reading and interpreting a map using the elements•Play computer games in groups, on the elements of a map (digital maps/atlas/wall maps)•Practice, in groups, using different types of maps to identify the elements  | How do we use maps in our daily lives? | •Local and extended environment•Real objects•Maps•Photographs, pictures and paintings•Flash cards and posters•Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personOur lives today social studies page1-9 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
| 2 | 1 | NATURAL AND BUILT ENVIRONMENTS | Location, position and size of Kenya | By the end of the sub strand, the learner should be able to;a) locate the position ofKenya in relation to her neighbours b) describe the position of Kenya in relation to her neighbours c)state the size of Kenya in square kilometres | Learners are guided to: •Use an atlas/appropriate media in groups, to identify the position of Kenya in relation to her neighbours•Draw a map of Kenya and indicate her neighbours•Use appropriate media in pairs, to play games on locating places on a mapFind out the size of Kenya usingdigital resourcesand share in class•Draw a map of Kenya and indicate the size in square Kilometres.•Write an essay on Kenya and her neighbours | How would you give the location and position of Kenya? | •Local and extended environment•Real objects•Maps•Photographs, pictures and paintings•Flash cards and posters•Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personOur lives today social studies page9-14 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
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| 3 | 1 | NATURAL AND BUILT ENVIRONMENTS | Main physical features in Kenya | By the end of the sub strand, the learner should be able to;a) identify the main physical features in Kenyab) locate the main physical features in Kenya on a map c)appreciate the physical features found in Kenya | Learners are guided to: •Explore the immediate environment to identify the physical features•Brainstorm in groups, and identify physical features found in Kenya(Relief and drainage)•Locate the main physical features in Kenya using a sketch map/ atlas •Draw a map of Kenya and locate the main physical features •Collect and display maps/pictures showing themain physical features in Kenya | Where are the main physical features found inour country? | •Local and extended environment•Real objects•Maps•Photographs, pictures and paintings•Flash cards and posters•Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personOur lives today social studies page9-14 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
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| 4 | 1 | NATURAL AND BUILT ENVIRONMENTS | Weather and Climate in Kenya | By the end of the sub strand, the learner should be able to;a) distinguish between weather and climate b) identify elements of weather in the environment c)locate the main climatic regions in Kenyad)describe characteristics of the main climatic regions in Kenya e) appreciate the different climatic regions in Kenya | Learners are guided to: •Make oral phrases that give description of weather•Find out the meaning of climate using appropriate media •Brainstorm in pairs the difference between weather and climate and share with peers•Think, pair and share on elements of weather | What weather conditions do we experience in our environment? | •Local and extended environment•Real objects•Maps•Photographs, pictures and paintings•Flash cards and posters•Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personOur lives today social studies page15-21 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
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| 5 | Mid-term |
| 6 | 1 | NATURAL AND BUILT ENVIRONMENTS | The Built Environments | By the end of the sub strand, the learner should be able to;a) identify the main historic built environments in Kenya b) locate the main historic built environments in Kenya on a mapc)explain the importance of caring for historic built environments d)care for the historic built environments | Learners are guided to: •Think individually and share in pairs on the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings)•Use a map of Kenya, in groups, to locate some of the historic built environments | How could we care for the historic built environments in our country? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cardsand posters•TV/video/films/slides/ Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Worksheets, Activity sheets•Resource persons•Artefacts •Museum, Monuments, Cultural and historical sites•Newspaper cuttings•Libraries•Display boards Our lives today social studies page32-38 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
|  | 2 | NATURAL AND BUILT ENVIRONMENTS | The Built Environments | By the end of the sub strand, the learner should be able to;a) identify the main historic built environments in Kenya b) locate the main historic built environments in Kenya on a mapc)explain the importance of caring for historic built environments d)care for the historic built environments | •Develop communication messages on the importance of caring for historic built environments in Kenya | How could we care for the historic built environments in our country? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cardsand posters•TV/video/films/slides/ Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Worksheets, Activity sheets•Resource persons•Artefacts •Museum, Monuments, Cultural and historical sites•Newspaper cuttings•Libraries•Display boardsOur lives today social studies page32-38 |  |  |
|  | 3 | NATURAL AND BUILT ENVIRONMENTS | The Built Environments | By the end of the sub strand, the learner should be able to;a) identify the main historic built environments in Kenya b) locate the main historic built environments in Kenya on a mapc)explain the importance of caring for historic built environments d)care for the historic built environments | •Visit a nearby historic built environment and write a report after he visit/visit a museum to learn about the past and write a report•Participate in caring for historic built environments within the locality | How could we care for the historic built environments in our country? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cardsand posters•TV/video/films/slides/ Internet sources •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Worksheets, Activity sheets•Resource persons•Artefacts •Museum, Monuments, Cultural and historical sites•Newspaper cuttings•Libraries•Display boardsOur lives today social studies page32-38 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work  |  |
| 7 | 1 | PEOPLE AND POPULATION | Culture and Social OrganizationsCulture | By the end of the sub strand, the learner should be able to;a) identify methods of instruction usedin African traditional educationb) explain the importance of African traditional education in promoting valuesc)design posters on methods of instruction usedin African traditional educationd)apply African traditional education in promoting value | Learners are guided to:•Brainstorm in groups, the meaning of African traditional education•Discuss in pairs, methods of instruction used in African traditional educationsuch as narratives, stories, songs,riddles and proverbs•View video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education | How does African traditional education promote values in our community? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cards and posters•TV/video/films/slides/ Internet sources •Live Radio Broadcasts •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personsOur lives today social studies page55-63 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work e) Anecdotal Recordsf) Checklistg) Portfolio |  |
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| 8 | 1 | PEOPLE AND POPULATION | School Administration | By the end of the sub strand, the learner should be able to;a) identify the administrative leaders in schoolb) state duties of administrative leaders in schoolc)drawthe administrative structure of the schoold)demonstrate support to the work of administrative leaders in school | Learners are guided to:•Think, pair and share the administrative leaders in school•Discuss in groups the order of administration in school.•Draw and display in class the administrative structure of the school  | What is the importance of having an administrative structure in school? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cards and posters•TV/video/films/slides/ Internet sources •Live Radio Broadcasts •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personsOur lives today social studies page63-69 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work e) Anecdotal Recordsf) Checklistg) Portfolio |  |
|  | 2 | PEOPLE AND POPULATION | School Administration | By the end of the sub strand, the learner should be able to;a) identify the administrative leaders in schoolb) state duties of administrative leaders in schoolc)drawthe administrative structure of the schoold)demonstrate support to the work of administrative leaders in school | •State duties of administrative leaders in school using digital /print media•Role play duties of administrative leaders in school•Share with parents or guardianson theduties of school administrators | What is the importance of having an administrative structure in school? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cards and posters•TV/video/films/slides/ Internet sources •Live Radio Broadcasts •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource persons Our lives today social studies page63-69 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work e) Anecdotal Recordsf) Checklistg) Portfolio |  |
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| 9 | 1 | PEOPLE AND POPULATION | Language Groups in Kenya | By the end of the sub strand, the learner should be able to;a) identify the main language groups in Kenyab) explain how different language groups depend on each other in Kenyac) explain the benefits of interdependence of language groups in Kenya d)develop communication messages on the benefits interdependence of language groups in Kenyae) desire to live peacefully with others | Learners are guided to: •Work in groups to brainstorm on language groups in Kenya•Identify the language groups in Kenya using digital resources/Appropriate media (Nilotic, Cushitic, Bantu, Asians and Europeans)and share their findings in class•Findout African stories on origin of various language groups in Kenya and report backto the class | How do different language groups interact? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cards and posters•TV/video/films/slides/ Internet sources •Live Radio Broadcasts •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personsOur lives today social studies page39-47 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work e) Anecdotal Recordsf) Checklistg) Portfolio |  |
|  | 2 | PEOPLE AND POPULATION | Language Groups in Kenya | By the end of the sub strand, the learner should be able to;a) identify the main language groups in Kenyab) explain how different language groups depend on each other in Kenyac) explain the benefits of interdependence of language groups in Kenya d)develop communication messages on the benefits interdependence of language groups in Kenyae) desire to live peacefully with others | •Share experiences on how people depend on each other in the community•Discuss in groups how language groups in Kenya depend on each other and write down the main points•Share experiences in class on the benefits of interdependence of language groups in Kenya. | How do different language groups interact? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cards and posters•TV/video/films/slides/ Internet sources •Live Radio Broadcasts •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personsOur lives today social studies page39-47 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work e) Anecdotal Recordsf) Checklistg) Portfolio |  |
|  | 3 | PEOPLE AND POPULATION | Language Groups in Kenya | By the end of the sub strand, the learner should be able to;a) identify the main language groups in Kenyab) explain how different language groups depend on each other in Kenyac) explain the benefits of interdependence of language groups in Kenya d)develop communication messages on the benefits interdependence of language groups in Kenyae) desire to live peacefully with others | •Role-play interdependence of language groups in Kenya. •Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school | How do different language groups interact? | Local and extended environment•Maps•Photographs, pictures and paintings•Flash cards and posters•TV/video/films/slides/ Internet sources •Live Radio Broadcasts •Vetted digital resources, educational computer games•Approved textbooks and other printed resources •Resource personsOur lives today social studies page39-47 | a) Oral Questions b) Teacher made testsc)Observationd)Project Work e) Anecdotal Recordsf) Checklistg) Portfolio |  |
| 10 | **END OF TERM EXAMS** |