**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  Environment  Elements of  a map | By the end of the sub strand, the learner should be able to;  a) identify  the key elements  of a map  b) read and interpret maps  using the key elements  c)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 person  Our lives today social studies page  1-9 | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work | |  | |
|  | 2 | NATURAL AND  BUILT  ENVIRONMENTS | Natural  Environment  Elements of  a map | By the end of the sub strand, the learner should be able to;  a) identify  the key elements  of a map  b) read and interpret maps  using the key elements  c)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 person  Our lives today social studies page  1-9 | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work | |  | |
|  | 3 | NATURAL AND  BUILT  ENVIRONMENTS | Natural  Environment  Elements of  a map | By the end of the sub strand, the learner should be able to;  a) identify  the key elements  of a map  b) read and interpret maps  using the key elements  c)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 person  Our lives today social studies page  1-9 | a) Oral Questions  b) Teacher made tests  c)Observation  d)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 of  Kenya 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 map Find out the size of Kenya  using  digital  resources  and 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 person  Our lives today social studies page  9-14 | a) Oral Questions  b) Teacher made tests  c)Observation  d)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  Kenya  b) 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 the  main physical features  in Kenya | Where are the main  physical features  found in  our 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 person  Our lives today social studies page  9-14 | a) Oral Questions  b) Teacher made tests  c)Observation  d)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 Kenya  d)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 person  Our lives today social studies page  15-21 | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work | |  | |
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|  | 3 | 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 Kenya  d)describe characteristics  of the main climatic  regions in Kenya  e) appreciate the different climatic regions in Kenya | •Discuss in groups the characteristics  of the main climatic regions in  Kenya  •Play age-appropriate games on the  main climatic regions in Kenya  using appropriate media  •Model in groups a map of Kenya  showing the main climatic regions  and display in class | 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 person  Our lives today social studies page  22-31 | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work | |  | |
| 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 map  c)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 cards  and 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 page  32-38 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)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 map  c)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 cards  and 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 page  32-38 | |  | |  |
|  | 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 map  c)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 cards  and 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 page  32-38 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work | |  |
| 7 | 1 | PEOPLE AND  POPULATION | Culture and  Social Organizations  Culture | By the end of the sub strand, the learner should  be able to;  a) identify methods of instruction used  in African traditional  education  b) explain the  importance of  African traditional  education in  promoting values  c)design posters on methods of  instruction used  in African traditional  education  d)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 education  such 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 persons  Our lives today social studies page  55-63 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) Portfolio | |  |
|  | 2 | PEOPLE AND  POPULATION | Culture and  Social Organizations  Culture | By the end of the sub strand, the learner should  be able to;  a) identify methods of instruction used  in African traditional  education  b) explain the  importance of  African traditional  education in  promoting values  c)design posters on methods of  instruction used  in African traditional  education  d)apply African  traditional education  in promoting value | •Engage with  a resource  person  on methods  of instruction used  in African traditional  education  •Discuss, in groups, the importance of  African traditional education in promoting  values | 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 persons  Our lives today social studies page  55-63 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) Portfolio | |  |
|  | 3 | PEOPLE AND  POPULATION | Culture and  Social Organizations  Culture | By the end of the sub strand, the learner should  be able to;  a) identify methods of instruction used  in African traditional  education  b) explain the  importance of  African traditional  education in  promoting values  c)design posters on methods of  instruction used  in African traditional  education  d)apply African  traditional education  in promoting value | •Give a summary of an aspect of African  traditional education and share the  information in class.  •Find out  from parents/guardians the methods  of instruction used in African traditional  education and  share  in class.  •Design posters in groups, on methods of  instruction used  in African Traditional | 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 persons  Our lives today social studies page  55-63 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) Portfolio | |  |
| 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 school  b) state duties of  administrative  leaders in school  c)draw  the  administrative  structure of the school  d)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 persons  Our lives today social studies page  63-69 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) 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 school  b) state duties of  administrative  leaders in school  c)draw  the  administrative  structure of the school  d)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 guardians  on the  duties  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 page  63-69 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) 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  Kenya  b) explain  how different  language groups depend on each other in Kenya  c) explain the benefits of  interdependence of  language groups in  Kenya  d)develop  communication  messages on the benefits interdependence of language groups in  Kenya  e) 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  •Find  out African stories on origin of various  language groups in Kenya and report back  to 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 persons  Our lives today social studies page  39-47 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) 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  Kenya  b) explain  how different  language groups depend on each other in Kenya  c) explain the benefits of  interdependence of  language groups in  Kenya  d)develop  communication  messages on the benefits interdependence of language groups in  Kenya  e) 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 persons  Our lives today social studies page  39-47 | | a) Oral Questions  b) Teacher made tests  c)Observation  d)Project Work  e) Anecdotal Records  f) Checklist  g) Portfolio | |  |
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| 10 | **END OF TERM EXAMS** | | | | | | | | | | |