

HISTORY SCHEMES OF WORK

FORM ONE 2018

TERM I

REFERENCES:

1. KLB
2. The Evolving World
3. Milestone in History
4. Gateway
5. KIE

| WK | LSN | TOPIC | SUB-TOPIC | OBJECTIVES | L/ACTIVITI | L/T AIDS | REFEREN | REM |
|-----|-----|--|---|---|---|--|---|-----|
| 1-3 | | | | REPORTING | | | | |
| 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 | Milestone in History and Government page 1-2 Evolving world Bk 21 page 1-2 K.I.E Bk 1 page 1-2 K.L.B Bk 1 page 1-2 Gateway page 1 | |
| | 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 | Milestone in History and Government page 2-4 Evolving world Bk 21 page 1-2 K.I.E Bk 1 page 6-15 K.L.B Bk 1 page 2-6 Gateway Revision page 1 | |
| | 3 | Introduction to History and | Anthropology Geology Genetics | By the end of the lesson, the learner should | Explanations Discussions Answering | Text book Hand outs Picture maps | Milestone in History and Government | |

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| | | Government | | be able to Explain anthropology, Geology and Genetics as sources of information on History and Government | questions Asking questions Note taking | Realia Teachers guide Resource person | page 26-27 Evolving world Bk 21 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 | |
| 4 | 1 | Introduction to History and Government | Linguistics Ethnology Resources person | By the end of the lesson, the learner should be able to Explain linguistics ethnology and resource persons A source of information on History and Government State advantages and limitations of linguistics | 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 21 page 12-15 K.L.B History and Government Bk 1 page 2-6 Gateway Revision page 3-4 | |
| | 2 | 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 | Discussions Explanations Asking and answering questions Note taking © Education | Charts Realia Handouts Students book Audio visual radio | Milestone in History and Government page 6-7 Milestone Teachers | |

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| | | | | of information on History State the limitations of written sources | <i>Plus Agencies</i> | | guide 226 Evolving world Bk 21 page 12-15 K.L.B History and Government Bk 1 page 2-6 Gateway Revision page 3-4 | |
| | 3 | Introduction to History and Government | Importance of studying history Importance of studying Government | By the end of the lesson, the learner should be able to Explain the importance of studying History and Government | Explaining the importance of studying history and Government 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 21 page 4-5 K.L.B History and Government Bk 1 page 6-7 Gateway Revision page 3-4 | |
| 5 | 1 | Early Man | 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 origin of man as given in 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 | Milestone in History and Government page 8-9 Milestone Teachers guide 26 | |

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| | | | | creation and evolution theory | | | Evolving world Bk 2 page 16 K.L.B History and Government Bk 1 page 8-9 Gateway Revision page 3-4 | |
| | 2 | Early man | Evolution of Man Meaning of evolution Stages in the evolution of man Aegyptopitism Dryopithecus | By the end of the lesson, the learner should be able to explain and identify the stages through which a man evolved Aegyptopithecus 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 | Milestone in History and Government page 9-11 Milestone Teachers guide 26 Evolving world Bk 2 page 17-29 K.L.B History and Government Bk 1 page 9-21 Gateway Revision page 5 | |
| | 3 | Early man | Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape) Australopithecus | By the end of the lesson, the learner should be able to Identify and explain the stages through which man evolved i.e | 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 | |

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| | | | | kenyapithecus Ramapithecus Australopithecus | | | Evolving world Bk 2 page 19-22 K.L.B History and Government Bk 1 page 11-16 | |
| 6 | 1 | Early man | Evolution of man Homohabilis (handy man) Homo Erectus (upright man) | By the end of the lesson, the learner should be able to Explain the stages through which man evolved i.e homohabilis and 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 | |
| | 2 | Early Man | Homo Sapiens (intelligent man) Rhodesium man Neanderthal man Cro-magnon | By the end of the lesson, the learner should be able to State characteristics of Homo sapiens, Rhodesium, cro- magnon Explain the stages through which man evolved | 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 2 page 22-23 K.L.B History and Government Bk 1 page 14-16 Gateway Revision | |

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|---|-----------|----------------------------------|---|--|--|---|--|--|
| 3 | Early man | Evolution of man Homo sapiens | | 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 | Drawing a picture of Homo sapiens sapiens Note taking Explaining the characteristics of Homo Sapiens Sapiens | Maps Photographs Students book Teachers guide | Milestone in History and Government form 1 page 14-15 Milestone Teachers guide 31 Evolving world Bk 2 page 23-24 K.L.B History and Government Bk 1 page 16 Gateway Revision page 7 | |
| 7 | 1 | Early man | Cultural and economic practices of early man Early stone age/ lower paleolithition and 2 nd phase | By the end of the lesson, the learner should be able to Explain the cultural and economic practices of man during the milestone age | Explanations Discussions Note taking Asking and answering questions | Students book Charts pictures | Milestone in History and Government form 1 page 14-15 Milestone Teachers guide 31 Evolving world Bk 2 page 24-28 K.L.B History and Government Bk 1 page 16-20 Gateway | |

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| 2 | Early man | Middle stone age/middle Paleolithic use and 2 nd 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 pictures | Milestone in History and Government form 1 page 17-18 Milestone Teachers guide 31 Evolving world Bk 2 page 24-28 K.L.B History and Government Bk 1 page 18-19 Gateway Revision page 8-9 | | |
| 3 | Early man | The late stone age/upper Paleolithic 15,000-8,000 years ago | 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 | Explanation Discussions Note taking Asking questions and answering questions | Maps Photographs Students book Pictures | Milestone in History and Government form 1 page 18-19 Milestone Teachers guide 31 Evolving world Bk 2 page 27 K.L.B History and Government Bk 1 page 19-21 Gateway | | |

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| | | | | | | | Revision page 9-10 | |
| 8 | | | HALF-TERM | | | | | |
| 9 | 1 | Development of Agriculture | 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 State factors that contribute to the beginning of crop growing State factors that led to domestication of animals | Discussions Explanations Demonstrations Drawing Asking and answering questions Note taking | Maps Charts Students books Teacher's guide | Milestone in History and Government form 1 page 20-21 Milestone Teachers guide 35-36 Evolving world Bk 2 page 30-33 K.L.B History and Government Bk 1 page 22-24 Gateway Revision page 11-12 | |
| | 2 | 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 | Milestone in History and Government B1 page 21-23 Milestone Teachers guide 36 Evolving world Bk 2 page 36-38 K.L.B History and Government Bk 1 page | |

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| | 3 | Development of Agriculture | Early Agriculture in Mesopotamian Characteristic of early Agriculture in Mesopotamia Impacts of early Agriculture in Mesopotamia | 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 | Explanation Discussions Asking and answering questions Note taking | Maps Photographs Students book Teachers guide Pictures | Milestone in History and Government form 1 page 23-25, 24-26 Milestone Teachers guide 36 Evolving world Bk 2 page 34-35 K.L.B History and Government Bk 1 page 25-26 | |
| 10 | 1 | Development of Early Agriculture | The Agricultural Revolution | By the end of the lesson, the learner should be able to Define the term Agrarian Revolution Explain the farming methods in Britain after the Agrarian Revolution | Discussions Explanations Asking and answering questions Writing down important points Demonstrating | Photographs Text book Teachers guide Charts Map Pictures | Milestone in History and Government form 1 page 26-27, Milestone Teachers guide 36-37 Evolving world Bk 2 page 39-41 K.L.B History and Government Bk 1 page 25-26 Gateway Revision Page 14-15 | |
| | 2 | Development of | Farming methods after Agrarian Revolution | By the end of the lesson, the | Discussions Explanations | Students book Teachers guide | Milestone in History | |

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| | | Agriculture | | learner should be able to Explain the farming methods in Britain after the Agrarian Revolution | Asking and answering questions Note taking | Picture Charts | and Government form 1 page 26-28 Milestone Teachers guide 36-37 Evolving world Bk 2 page 40-42 K.L.B History and Government Bk 1 page 28-30 Gateway Revision Page 14-15 | |
| 3 | | Development of Agriculture | Effects of Agrarian Revolution in Britain Agrarian Revolution in U.S.A | 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 | 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 | Picture Students book Teachers guide Charts | Milestone in History and Government form 1 page 28-33 Milestone Teachers guide 36-37 Evolving world Bk 2 page 42-44 K.L.B History and Government Bk 1 page 30-33 Gateway Revision Page 15-17 | |
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| 11 | 1 | Development of Agriculture | 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 State the effects of Agrarian period from U.S.A Explain the food situation in Africa and the rest of the world | Explanations Discussions Asking and answering questions Note taking | Pictures Maps Charts Teachers guide Student book | Milestone in History and Government form 1 page 32-34 Milestone Teachers guide 37 Evolving world Bk 2 page 45-46 K.L.B History and Government Bk 1 page 33 | |
| | 2 | 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 | Milestone in History and Government form 1 page 29-33 Milestone Teachers guide 37 Evolving world Bk 2 page 45-50 K.L.B History and Government Bk 1 page 33-36 Gateway Revision Page 17-19 | |
| | 3 | The people | Early inhabitants | By the end of | Discussions | Students book | Milestone | |

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| | | of Kenya up to the 19 th Century | Origin, migration and settlement of people of Kenya | the lesson, the learner should be able to Trace the origin, migration and settlement of the people of Kenya | Drawing the map of Kenya showing the early inhabitants Explanations Asking and answering questions Note taking | Maps Chart | in History and Government form 1 page 39-40 Milestone Teachers guide 42-43 Evolving world Bk 2 page 51-52 K.L.B History and Government Bk 1 page 38-39 | |
| 12 | 1 | The people of Kenya up to the 19 th Century | Origin, migration and settlement of the Eastern cushites Rendile Somali | By the end of the lesson, the learner should be able to 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 Explanations Asking and answering questions Note taking | Maps Charts Students book pictures | Milestone in History and Government form 1 page 39-40 Milestone 40-41 Teachers guide 43 Evolving world Bk 2 page 52-53 K.L.B History and Government Bk 1 page 48 Gateway Revision page | |
| | 2 | The people | Origin, migration and settlement of Bantu | By the end of | Explanations | Students book | Milestone | |

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| | | of Kenya up to 19 th Century | Factors that led to the migration of the Western Bantu | the lesson, the learner should be able to State the reasons for the migration of the Bantus Explain the reasons of their settlements | Discussions Asking and answering questions Writing down important points | Teachers guide Maps Charts | in History and Government form 1 page 41 Milestone Teachers guide 43 Evolving world Bk 2 page 52-53 K.L.B History and Government Bk 1 page 48-49 | |
| | 3 | The people of Kenya up to the 19 th Century | Origin, migration and settlement of Bantu Factors that led to the migration if the western Bantu | By the end of the lesson, the learner should be able to State the reasons for the migration of the Bantus Explain the reasons for their settlements | Explanations Discussions Asking and answering questions Note taking Demonstration | Maps Charts Teachers guide Students book pictures | Milestone in History and Government form 1 page 41-42 Milestone Teachers guide 42-43 Evolving world Bk 2 page 53-56 K.L.B History and Government Bk 1 page 40-42 | |
| 13&14 | | END OF TERM EXAMINATIONS | | | | | | |

HISTORY SCHEMES OF WORK

FORM ONE 2017

TERM II

REFERENCES:

1. KLB
2. The Evolving World
3. Milestone in History
4. Gateway
5. KIE

| WK | LSN | TOPIC | SUB-TOPIC | OBJECTIVES | L/ACTIVITIES | L/T AIDS | REFERENCE | REMARKS |
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| 1 | 1-3 | REPORTING AND REVISION OF LAST TERM'S EXAMS | | | | | | |
| 6 | 1 | The people of Kenya up to 19 th century | Origin, migration and settlement of Abaluhya Abagusii Abakuria | By the end of the lesson, the learner should be able to State the causes of migration of Abaluhya, Abagusii and Abakuria Explain the origin and settlement of Abaluhya, Abagusii and Abakuria | explaining the origin, migration and settlement of Abagusii Abaluhya and Abakuria discussions demonstrating drawing of maps showing migration patterns | students book teachers guide maps charts pictures | Milestone in History and Government form 1 page 42-44 Milestone Teachers guide 42-43 Evolving world Bk 2 page 55-56 K.L.B History and Government Bk 1 page 40-42 High flyer page 10 | |
| | 2 | The people of Kenya up to 19 th Century | Origin, migration and settlement of the Eastern Bantu Mt. Kenya Bantu e.g Aembu, Ameru, Akamba, Agikuyu | By the end of the lesson, the learner should be able to Explain the origin, migration and settlement of Eastern Bantu i.e Mt. Kenya Bantu e.g Aembu Ameru Akamba Agikuyu Explain the results of Eastern Bantu migration | Drawing Discussions Explanations demonstrating | students book teachers guide maps charts picture | Milestone in History and Government form 1 page 44-45 Milestone Teachers guide 42-43 Evolving world Bk 2 page 56-58 K.L.B History and Government Bk 1 page 43 Golden Tips pages 21-22 High Flyer page 10 | |
| | 3 | The people of Kenya up to 19 th Century | Origin, migration and settlement of Costal bantu Taita Pokomo Mijikende Was wahili | By the end of the lesson, the learner should be able to explain the origin, migration and settlement of the Costal Bantu | discussions explanations asking and answering questions | maps students book teachers guide | Milestone in History and Government form 1 page 46-47 Milestone Teachers guide 42-43 Evolving world Bk 2 page 56-58 K.L.B History and Government Bk 1 page 43-44 Golden Tips pages 21 High Flyer page 10-11 | |
| 7 | 1 | The People of | Origin, migration and | By the end of the lesson, the learner | Discussions | Charts | Milestone in History and Government form 1 page | |

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| | | Kenya up to the 19 th Century | settlement of the River lake nilotes luo | should be able to explain the origin, migration of the river lake nilotes – luo Explain the causes and results of migration | Explanations Asking and answering questions | Maps Teachers guide Hand-outs Realia | 47-48 Milestone Teachers guide 42-43 Evolving world Bk 2 page 58-59 K.L.B History and Government Bk 1 page 45-47 Golden Tips pages 22 High Flyer page 11 | |
| 2 | | The people of Kenya up to the 19 th Century | Origin, migration and settlement of the highland nilotes Nandi Kipsigis Tugen Pokot | By the end of the lesson, the learner should be able to Explain the origin, migration and settlement of the Nandi, Kipsigis, Tugen, Pokot | Discussions Explanations Asking and answering questions | Photos Student book Teachers guide Maps Charts | Milestone in History and Government form 1 page 48-49 Milestone Teachers guide 42-43 Evolving world Bk 2 page K.L.B History and Government Bk 1 page 47-48 Golden Tips pages 23 | |
| 3 | | The people of Kenya up to 19 th Century | Origin, migration and settlement of the highlands Nilotes The maasai The Iteso | By the end of the lesson, the learner should be able to State the causes of Highland Nilotes migrations Explain the origin, migration and settlement of the maasai and Iteso | Discussions Explanation Asking and answering questions Drawing maps | Photos Students books Teachers Guide Maps Charts | Milestone in History and Government form 1 page 49-51 Milestone Teachers guide 42-43 Evolving world Bk 2 page 61-62 K.L.B History and Government Bk 1 page 47-48 Golden Tips pages 23 | |
| 8 | 1 | The People of Kenya up to the 19 th Century | Results of the migration and settlement of the Bantu | By the end of the lesson, the learner should be able to Explain the results of the migration and settlement of the Bantu | Explaining Asking and answering questions discussions | Photos Students book Teachers Guide Maps Pictures | Milestone in History and Government form 1 page 51 Milestone Teachers guide 42-43 Evolving world Bk 2 page 58 K.L.B History and Government Bk 1 page 49-51 Golden Tips pages 24 | |

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| | 2 | The people of Kenya up to the 19 th Century | Results of the migration and settlement of the plain Nilotes | By the end of the lesson, the learner should be able to Explain the results of migration and settlement of the Plain Nilotes | Explaining results of the migration and settlement of the Plain Nilotes Discussions Asking and answering questions | Maps Students book Teachers guide Charts | Milestone in History and Government form 1 page 51-52 Milestone Teachers guide 43 Evolving world Bk 2 page 60-61 K.L.B History and Government Bk 1 page 47-51 Golden Tips pages 23 High Flyer page 11 | |
| | 3 | The people of Kenya up to the 19 th Century | Results of the migration and settlement of the highland Nilotes | By the end of the lesson, the learner should be able to 9a) explain the results of the migration and settlement of the highland Nilotes | Discussions Explanations Answering and asking questions | Maps Students book Charts | Milestone in History and Government form 1 page 52-53 Milestone Teachers guide 43 Evolving world Bk 2 page 61 K.L.B History and Government Bk 1 page 48-51 Golden Tips pages 24 High Flyer page 11 | |
| 9 | 1 | The people of Kenya up to the 19 th Century | Results of the migration and settlement of the Cushites | By the end of the lesson, the learner should be able to Explain the results of the migration and settlement of the Cushites | Explanations Discussions Answering and asking questions | Maps Charts Pictures Students book Teachers guide | Milestone in History and Government form 1 page 53 Milestone Teachers guide 43 Evolving world Bk 2 page 53 K.L.B History and Government Bk 1 page 48-51 Golden Tips pages 24 | |
| | 2 | Social Economic and political organization of Kenya societies in 19 th Century | Bantu Agikuyu social economic organization | By the end of the lesson, the learner should be able to Explain the social economic organization of the Agikuyu | Discussions Explanations Asking and answering questions Drawing maps | Charts Photographs Students books Maps Pictures | Milestone in History and form 1 page 54-55 Milestone Teachers guide 43 Evolving world Bk 2 page 63 | |

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| | | | | | | | K.L.B History and Government Bk 1 page 52 Golden Tips pages 26 High Flyer page 12 | |
| | 3 | Social, economics and Political origins of Kenyan societies in the 19 th century | Bantu Politics of the Agikuyu Social and economic organization of the Ameru | By the end of the lesson, the learner should be able to Explain the political organization of the Agikuyu Discuss the social and economic organization of the Ameru | Explaining the political organization of the Agikuyu Discussing the social and economic organization of the Ameru Asking and answering questions | Maps Students book Maps charts | Milestone in History and Government form 1 page 55-56 Milestone Teachers guide 48 Evolving world Bk 2 page 66-68 K.L.B History and Government Bk 1 page 52-54 Golden Tips pages 26 High Flyer page 12-13 | |
| 10 | 1 | Social economic and political organization of Kenya societies in the 19 th century | The political organization of the Ameru The political social and economic organization of Akamba | By the end of the lesson, the learner should be able to Explain the political organization of the Ameru The political, social, and economic organization of the Akamba | Explaining the political organization of the ameru Political, social and economic organization of the Akamba | Photos Students book Teachers guide Maps Charts | Milestone in History and Government form 1 page 56-58 Milestone Teachers guide 48 Evolving world Bk 2 page 68-69 K.L.B History and Government Bk 1 page 53-55 Golden Tips pages 27 | |
| | 2 | Social, Economic and political organization of Kenyan societies in the 19th century | The social, economic and political organization of the Abagusii | By the end of the lesson, the learner should be able to Explain the social, economics and political organization of the Abagusii | Explaining the social, economic and political organization Discussion Asking and answering questions on the content cover | Photos Charts Students book Maps Students book Teachers Guide | Milestone in History and Government form 1 page 58-59 Milestone Teachers guide 48 Evolving world Bk 2 page 70-71 K.L.B History and Government Bk 1 page 56 Golden Tips pages 27 | |
| | 3 | Social economic and political organization of Kenyan societies in | The social, economic, political organization of the Mijikenda | By the end of the lesson, the learner should be able to Discuss the social economic and political organization of the | Discussing the social, economic and political organization of the Mijikenda | Students book Teachers Guide Charts Maps | Milestone in History and Government form 1 page 59-60 Milestone Teachers guide 48 | |

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| | | the 19 th Century | | Mijikenda | Explanations Asking and answering questions | | Evolving world Bk 2 page 71-72 K.L.B History and Government Bk 1 page 56-57 | |
| 11 | 1 | Social economic and Political organization of Kenyan societies in the 19 th Century | Nilotes Luo The social, economic and political organization of the luo | By the end of the lesson, the learner should be able to Explain the social, political and economic organization of the luo | Explanations Discussions Asking and answering questions Drawing of the maps demonstrating | students book teachers guide charts maps pictures | Milestone in History and Government form 1 page 61-62 Milestone Teachers guide 48 Evolving world Bk 2 page 76-77 K.L.B History and Government Bk 1 page 59 Golden Tips pages 28 High Flyer page 14 | |
| | 2 | Social economics and political organization of Kenyan societies in 19 th Century | Nilotes Nandi Social and economic organization of the Nandi | By the end of the lesson, the learner should be able to Explain the social, economic organization of the Nandi | Discussions Explanations Asking and answering questions | Students book Pictures Chart Map | Milestone in History and Government form 1 page 62-63 Milestone Teachers guide 48 Evolving world Bk 2 page 73-74 K.L.B History and Government Bk 1 page 60-61 | |
| | 3 | Social economic and political organization of Kenya societies in 19 th century | Nilotes Nandi Political organization of the Maasai | By the end of the lesson, the learner should be able to Explain the political organization of the Nandi Explain the social organization of the Maasai | Discussions Explanations Demonstrations Asking and answering questions | Students books Teachers Guide Pictures Charts | Milestone in History and Government form 1 page 62-63 Milestone Teachers guide 48 Evolving world Bk 2 page 74-75 K.L.B History and Government Bk 1 page 60-61 Golden Tips pages 29 | |
| 12 | 1 | Social, economic and political organization of | Nilotes Economic organization of the | By the end of the lesson, the learner should be able to Explain the economic organization | Explaining the economic organization of the Maasai | Student books Teachers guide | Milestone in History and Government form 1 page 63-64 Milestone Teachers guide | |

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| | | Kenyan societies in the 19 th century | Maasai | of the Maasai | Discussions Asking and answering questions | Pictures Charts Maps | 48 Evolving world Bk 2 page 75 K.L.B History and Government Bk 1 page 61 | |
| | 2 | Social, economic and political organization of Kenyan societies in the 19 th century | Nilotes Economic organization of the Maasai | By the end of the lesson, the learner should be able to Explain the political organization of the Maasai | Explaining the political organization of the Maasai Discussions Asking and answering questions | Students book Teachers guide Photos Charts Maps | Milestone in History and Government form 1 page 64 Milestone Teachers guide 48 Evolving world Bk 2 page 76 K.L.B History and Government Bk 1 page 61 | |
| | 3 | Social, economic and political organization of Kenyan societies in the 19 th century | Cushites Boranna The social and economic organization of borana | By the end of the lesson, the learner should be able to Explain the social and economic organization of the Borana Explain the eleven gada of the Boranna Kinship system | Discussing the organization of the Boranna Explanations Asking and answering questions | Photos Students book Teachers guide Charts Hand-outs | Milestone in History and Government form 1 page 64-65 Milestone Teachers guide 48 Evolving world Bk 2 page 80-81 K.L.B History and Government Bk 1 page 62-63 Golden Tips page 30 | |
| 9 | 1 | Social, economic and political | The Political organization of the | By the end of the lesson, the learner should be able to | Discussing the political organization | Students book Photographs | Milestone in History and Government form 1 page 66 | |

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|----|---|---|--|--|---|--|--|--|
| | | organization of Kenyan societies in the 19 th century | Boranna | Explain the political organization of the Boranna | of the Boranna Explanations Asking and answering questions Demonstration using gestures | Teachers guide Hand-outs | Milestone Teachers guide 48 Evolving world Bk 2 page 80-81 K.L.B History and Government Bk 1 page 62-63 Golden Tips page 30-31 High Flyer page 15 | |
| | 2 | Social, economic and political organization of Kenyan societies in the 19 th century | Somali The social and economic organization of the Somali | By the end of the lesson, the learner should be able to Explain the social and economic organization of the Somali | Discussions Explanations Asking and answering questions | Students book Teachers guide Pictures Charts Hand-outs | Milestone in History and Government form 1 page 66 Milestone Teachers guide 48 Evolving world Bk 2 page 80 K.L.B History and Government Bk 1 page 63-65 Golden Tips page 30-31 High Flyer page 15 | |
| | 3 | Social economic and political organization of Kenya | The political organization of the Somali | By the end of the lesson, the learner should be able to Discuss the political organization of the Somali | Discussions Explanations Asking and answering questions | Students books Teachers guide Pictures Charts Hand-out | Milestone in History and Government form 1 page 66-67 Milestone Teachers guide 48 Evolving world Bk 2 page 80 K.L.B History and Government Bk 1 page 64 Golden Tips page 30-31 High Flyer page 15 | |
| 10 | 1 | Contacts between East Africa and the outside world up to the 19 th century | The early history of the East African Coast | By the end of the lesson, the learner should be able to Discuss the early history of the East African Coast | Discussing the source of information of early African Coast Explanations Asking and answering questions | Students book Teachers guide Maps Charts Hand-outs | Milestone in History and Government form 1 page 66-67 Milestone Teachers guide 48 Evolving world Bk 2 page 80 K.L.B History and Government Bk 1 page 64 Golden Tips page 30-31 | |

| | | | | | | | High Flyer page 21 | |
|----|---|---|--|--|---|---|--|--|
| | 2 | Contacts between East Africa and the outside world up to the 19 th century | Sources of information on the early History of East Africa Coast | By the end of the lesson, the learner should be able to Discuss the sources of information on the early history of the East African Coast | Discussions Explanations Asking and answering questions | Students book Teachers guide Maps Charts Hand outs | Milestone in History and Government form 1 page 68-69 Milestone Teachers guide 53 Evolving world Bk 2 page 84-85 K.L.B History and Bk 1 page 66 High Flyer page 21 | |
| | 3 | Contacts between East Africa and the outside world up to the 19 th century | The early visitors to the East African Coast up to 1500 | By the end of the lesson, the learner should be able to Identify the origin of the early visitors to the East African Coast up to 1500 | Discussions Explanations Asking and answering questions | Students book Teachers guide Maps Charts Hand out | Milestone in History and Government form 1 page 69-70 Milestone Teachers guide 53-54 Evolving world Bk 2 page 85 K.L.B History and Government Bk 1 page 67,85 | |
| 11 | 1 | Contacts between East Africa and the outside world up to the 19 th century | The early visitors to the East African coast up to 1500 Romanian | By the end of the lesson, the learner should be able to Identify the origin of early visitors to the East African coast up to 1500 i.e Romans | Identifying Discussions Explanations Asking and answering questions | Maps Students book Charts Handouts Realia pictures | Milestone in History and Government form 1 page 69-70 Milestone Teachers guide 53-54 Evolving world Bk 2 page 85 K.L.B History and Government Bk 1 page 67 | |
| | 2 | Contacts between East African Coast and outside world up to 19 th century | Chinese Persians | By the end of the lesson, the learner should be able to Identify the origin of the early visitors to the east African Coast i.e Chinese and persians | Identifying Discussions Explanations Asking and answering questions | Maps Students book Charts Hand-outs Pictures Realia | Milestone in History and Government form 1 page 70 Milestone Teachers guide 53-54 Evolving world Bk 2 page 85-86 K.L.B History and Government Bk 1 page 67 | |
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| | 3 | Contacts between East African Coast and outside world up to 19 th century | Arabs | By the end of the lesson, the learner should be able to Identify the origin of the early visitors to the East African coast i.e Arabs | Identifying Demonstrations Explanations Discussing Asking and answering questions | Maps Charts Students book Teachers guide Hand outs | Government form 1 page 70 Milestone Teachers guide 53-54 Evolving world Bk 2 page 85-86 K.L.B History and Government Bk 1 page 68 Gateway Revision page 23 | |
| 12 | 1 | Contacts between East African Coast and outside world up to 19 th century | Trade between the East-coast of Africa and outside world Organization of the trade Factors which facilitated trade | By the end of the lesson, the learner should be able to Explain the development of trade between the East African Coast and outside world Explaining factors that facilitated the trade | Discussing Asking and answering questions Explanations Demonstrating Identifying | Charts Students book Teachers guide Hand-outs Realia Maps | Milestone in History and Government form 1 page 70-71 Milestone Teachers guide 54 Evolving world Bk 2 page 87-89 K.L.B History and Government Bk 1 page 68 Gateway Revision page 22 | |
| | 2 | Contacts between East African Coast and outside world up to 19 th century | Impacts of trade on the people of East Africa Inter marriages Kiswahili language Swahili culture | By the end of the lesson, the learner should be able to Discuss the extract of trade between the East African Coast and the outside world | Drawings Identifying Explanations Asking and answering questions | Teachers guide Hand- outs Students book maps | Milestone in History and Government form 1 page 72 Milestone Teachers guide 54 Evolving world Bk 2 page 89-90 K.L.B History and Government Bk 1 page 69 Gateway Revision page 22 | |
| | 3 | Contacts between East African Coast and outside world up to 19 th century | The spread of Islam Factors that facilitated the spread of Islam | By the end of the lesson, the learner should be able to Explain factors that led to the spread of Islam | Explanations Discussions Identifying Stating Asking and answering questions | Student book Hand-outs Charts Maps Realia Personal experience | Milestone in History and Government form 1 page 72-73 Milestone Teachers guide 54 Evolving world Bk 2 page 86-87 K.L.B History and Government Bk 1 page 69 | |
| 13 | 1 | Contacts between East African Coast | The characteristics of the Coastal city states | By the end of the lesson, the learner should be able to | explaining Discussions | Photos Maps | Milestone in History and Government form 1 page 72-73 | |

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| | and outside world up to 19 th century | Reasons for Decline | Explain the characteristics of the coastal city states Explain reasons for decline of the coast of city states | Illustrations Asking and answering questions | Students book Teachers guide Resource persons Discussions Realia | Milestone Teachers guide 54 Evolving world Bk 2 page 86-87 K.L.B History and Government Bk 1 page 69 | |
| 2 | Contacts between East African Coast and outside world up to 19 th century | The growing of city states Factors that contributed to the rise and growth of the coastal city states | By the end of the lesson, the learner should be able to Discuss the factors that contributed to the growth of the coastal city state | Discussing Explaining Illustrations Asking and answering questions demonstrations | photos maps students book teachers guide documents Resource person Realia | Milestone in History and Government form 1 page 73-74 Milestone Teachers guide 54 Evolving world Bk 2 page 86-87 K.L.B History and Government Bk 1 page 69 Gateway Revision page 21-23 High Flyer page 17 Golden Tips pages 37 | |
| 3 | Contacts between East African Coast and outside world up to 19 th century | The growth of a class of wealth merchants | By the end of the lesson, the learner should be able to Discuss the growth of wealth merchants | Discussions Explanations Demonstrating Asking and answering questions | Pictures Teachers guide Students book Resource persons Realia Document | Milestone in History and Government form 1 page 73-74 Milestone Teachers guide 54 Evolving world Bk 2 page 86-87 K.L.B History and Government Bk 1 page 69 Gateway Revision page 21-23 High Flyer page 17 Golden Tips pages 37 | |
| 14 | END OF TERM EXAMINATIONS | | | | | | |

HISTORY SCHEMES OF WORK

FORM ONE 2012

TERM III

REFERENCES:

1. KLB
2. The Evolving World
3. Milestone in History
4. Gateway
5. KIE

| WK | LSN | TOPIC | SUB-TOPIC | OBJECTIVES | L/ACTIVITIES | L/T AIDS | REFERENCE | REMARKS |
|----|-----|--|--|--|--|---|--|---------|
| 1 | 1-3 | REPORTING AND REVISION OF LAST TERM'S EXAMS | | | | | | |
| 2 | 1 | Contacts between East African and outside world up to 19 th Century | The coming of Portuguese Reasons for coming of Portuguese | By the end of the lesson, the learner should be able to Identify the reasons for the coming of the Portuguese to the East African Coast | Discussing Explanations Identifying Asking and answering questions | Photos Resource persons Students book Teachers guide Charts Maps realia | Milestone in History and Government form 1 page 73-74 Milestone Teachers guide 54 Evolving world Bk 2 page 86-87 K.L.B History and Government Bk 1 page 69 Gateway Revision page 21-23 High Flyer page 17 Golden Tips pages 37 | |
| | 2 | Contacts between East African and outside world up to 19 th Century | Their consequences and rules States in the Portuguese Conquest of the east African Coast Reasons for their success | By the end of the lesson, the learner should be able to Trace the Portuguese conquest of East Africa Discuss factors that led to the success of the Portuguese conquest | Explaining Discussions Tracing Identifying Asking and answering questions | Pictures Realia Hand-outs Students books Documents Resource persons | Milestone in History and Government form 1 page 76-78 Milestone Teachers guide 54 Evolving world Bk 2 page 91-93 K.L.B History and Government Bk 1 page 70-71 Gateway Revision page 24-25 | |
| | 3 | Contacts between East African and outside world up to 19 th Century | Portuguese rule Decline of Portuguese power Factors that contributed to the decline of the Portuguese power | By the end of the lesson, the learner should be able to Discuss the factors that contributed to the decline of the Portuguese power Discuss the impact of Portuguese rule | Discussing Explaining Illustrating Identifying Asking and answering question | Resource persons Students book Maps Teachers guide Pictures Hand-outs Documents | Milestone in History and Government form 1 page 77-81 Milestone Teachers guide 54 Evolving world Bk 2 page 93-95 K.L.B History and Government Bk 1 page 71-73 | |
| 3 | 1 | Contacts between | Establishment and | By the end of the lesson, the | Discussing | Maps | Milestone in History and Government form 1 page | |

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| | | East African and outside world up to 19 th Century | impact of Oman Rule Factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840 | learner should be able to Explain the factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840 | Explanations Drawing maps Asking and answering questions | Photos Students book Documents Charts Hand-outs Resource person | 81-83 Milestone Teachers guide 54-55 Evolving world Bk 2 page 91-93 K.L.B History and Government Bk 1 page 73-75 Gateway Revision page 24-25 | |
| 2 | | Contacts between East African and outside world up to 19 th Century | Seyyid Said the development of plantation Agriculture | By the end of the lesson, the learner should be able to Explain how Seyyid Said developed plant from Agriculture | Explaining Discussing Asking and answering questions | Photos Students book Teachers Gide Map Charts Resource person | Milestone in History and Government form 1 page 83 Milestone Teachers guide 55 Evolving world Bk 2 page 91-93 K.L.B History and Government Bk 1 page 73-74 Gateway Revision page 24-25 | |
| 3 | | Contacts between East African and outside world up to 19 th Century | International Trade Organization and development Consequences to long distance and international trade | By the end of the lesson, the learner should be able to Explain the organization and development of international trade Explain the consequences of long distance and international trade | Explaining Discussions Asking and answering questions | Students book Teachers Guide Documents Charts Maps Hand-outs Resource person Realia | Milestone in History and Government form 1 page 86-87 Milestone Teachers guide 55 Evolving world Bk 2 page 103-105 K.L.B History and Government Bk 1 page 76-77 Gateway Revision page 28-29 | |
| 4 | 1 | Contacts between East African and outside world up to 19 th Century | The spread of Christianity Reasons for the coming of Christian missionary | By the end of the lesson, the learner should be able to Explain the reasons for coming of Christian missionaries and missionary attributes in East African | Discussions Explanations Asking and answering questions Demonstration | Photos Maps Charts Students book Hand-outs Realia | Milestone in History and Government form 1 page 88-90 Milestone Teachers guide 54 Evolving world Bk 2 page 105-107 | |

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| | | | | | | | K.L.B History and Bk 1 page 77-79 Gateway Revision page 29 | |
| 2 | Contacts between East African and outside world up to 19 th Century | Factors that contributed to the spread of Christianity Challenges that the Christian missionaries Faced | By the end of the lesson, the learner should be able to Explain the factors that contributed to the spread of Christianity and challenges that the Christian missionary faced | Explaining Discussions Asking and answering questions | Photos Maps Students book Teachers guide Hand-outs Realia Documents | Milestone in History and Government form 1 page 90-91 Milestone Teachers guide 55 Evolving world Bk 2 page 108-109 K.L.B History and Government Bk 1 page 77-79 Gateway Revision page 29-30 | | |
| 3 | Contacts between East African and outside world up to 19 th Century | Effects of missionary activities in East Africa | By the end of the lesson, the learner should be able to Explain the effects of missionary activities in East Africa | Explaining Discussions Asking and answering questions | Students book Teachers guide Documents Realia Hand-outs Newspaper cuttings charts | Milestone in History and Government form 1 page 91 Milestone Teachers guide 55 Evolving world Bk 2 page 109-111 K.L.B History and Government Bk 1 page 80-81 | | |
| 5 | 1 | Citizenship | Meaning of citizenship Kenyan citizenship | By the end of the lesson, the learner should be able to Explain the meaning of citizenship and where Kenyan Citizenship entails | Explaining Discussing Asking and answering questions Illustrations drawing | Students book Teachers guide Documents Newspaper cuttings Hand-outs Charts Maps | Milestone in History and Government form 1 page 93 Milestone Teachers guide 61 Evolving world Bk 2 page 113-114 K.L.B History and Government Bk 1 page 83-84 | |
| | 2 | Citizenship | Deprivation of Citizenship | By the end of the lesson, the learner should be able to Explain the circumstances under which citizenship can be withdrawn | Discussions Explanations Illustrations Asking and answering questions | Maps Students book Teachers Guide Pictures Newspaper cutting Resource person | Milestone in History and Government form 1 page 93-94 Milestone Teachers guide 61 Evolving world Bk 2 page 113-114 | |

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| | | | | | | | K.L.B History and Government Bk 1 page 84 | |
| 3 | Citizenship | Rights of a citizen Right to life Right to liberty | By the end of the lesson, the learner should be able to Explain the rights of Kenyan Citizen Right to Life Right to Liberty | Discussing Explanations Asking and answering questions | Photos Newspaper Cuttings Students book Resource person Hand-outs | Milestone in History and Government form 1 page 94-94 Milestone Teachers guide 61 Evolving world Bk 2 page 114-118 K.L.B History and Government Bk 1 page 84-86 | | |
| 6 | 1-2 | Citizenship | Rights to the child Protection from slavery and forced labour Protection from torture Right of property Freedom of movement Freedom of assembly Freedom of expression | By the end of the lesson, the learner should be able to Explain the rights of child and other rights of a citizen e.g Protection of slavery and forced labour Protection from torture | Discussions Explanations Asking and answering questions Illustrations Demonstrating Identifying | Documents Resource persons Charts Realin News paper cutting Pictures Student book Teachers Guide | Milestone in History and Government form 1 page 94-94 Milestone Teachers guide 61 Evolving world Bk 2 page 114-118 K.L.B History and Government Bk 1 page 84-86 | |
| 3 | Citizenship | Responsibilities of Kenyan Citizen Personal and civic responsibility | By the end of the lesson, the learner should be able to Explain the civic and personal responsibilities of citizens | Explanations Asking and answering questions discussions | News cutting Documents Students book Teachers Guide Resource person Charts Picture Handouts Realia | Milestone in History and Government form 1 page 97-100 Milestone Teachers guide 61 Evolving world Bk 2 page 117-119 K.L.B History and Government Bk 1 page 86-87 | | |
| 7 | 1 to 2 | Citizenship | Civic Responsibilities Limitation to rights of citizens | By the end of the lesson, the learner should be able to Explain the civic responsibilities of a citizen | Discussions Explanations Asking and answering questions Discussing | Documents Hand-outs Resource persons Student book Realia | Milestone in History and Government form 1 page 97-100 Milestone Teachers guide 61-62 | |

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| | | | | | | Personal experience News papers cuttings | Evolving world Bk 2 page 117-119 K.L.B History and Government Bk 1 page 86- 88 | |
| | 3 | Citizenship | Elements of good citizenship | By the end of the lesson, the learner should be able to Explain the elements of good citizenship | Discussions Explanations Asking and answering questions | Documents Teachers book Students book Hand-outs Realia Documents News cuttings Resource person | Milestone in History and Government form 1 page 100-102 Milestone Teachers guide 62-63 Evolving world Bk 2 page 118-119 K.L.B History and Government Bk 1 page 86-87 | |
| 8 | 1 | National Integrations | Meaning of national integration Importance of national integration | By the end of the lesson, the learner should be able to Explain the meaning and importance of national integration | Documents Discussions Asking and answering questions | Students book Teachers Guide Documents Hand-outs Realia Newspaper cuttings charts | Milestone in History and Government form 1 page 103-104 Milestone Teachers guide 65-68 Evolving world Bk 2 page 120-121 K.L.B History and Government Bk 1 page 89-90 | |
| | 2 | National Integration | Factors promoting National unity The constitution National mottos National language National political parties | By the end of the lesson, the learner should be able to Explain the factors that promote national unity | Discussions Explanations Asking and answering questions | Students book Document Charts Teachers guide Newspaper cuttings Hand-outs Realia | Milestone in History and Government form 1 page 104-105 Milestone Teachers guide 65-68 Evolving world Bk 2 page 121-124 K.L.B History and Government Bk 1 page 90-91 | |
| | 3 | National Integration | Parliament Education | By the end of the lesson, the learner should be able to Explain the factors that promote national unity | Discussions Explanations Note taking Asking and answering questions | Students books Teachers Guide Realia Documents Resource person Charts | Milestone in History and Government form 1 page 105-106 Milestone Teachers guide 65-68 Evolving world Bk 2 page 122 | |

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| | | | | | | | K.L.B History and Government Bk 1 page 90 | |
| 9 | 1 - 2 | National Integration | Equitable distribution of resources Social economic interaction Factors limiting national unity i.e tribalism, nepotism, racism | By the end of the lesson, the learner should be able to Explain the factors that promote National unity Explain factors that limit National unity | Discussions Identifying Listening to a resource person Asking and answering questions | Resource person Students book Teachers guide Realia Charts Pictures Newspaper cuttings Hand outs | Milestone in History and Government form 1 page 105-106 Milestone Teachers guide 65-68 Evolving world Bk 2 page 121-126 K.L.B History and Government Bk 1 page 90 | |
| | 3 | National Integration | Factors limiting National Unity i.e Religious rivalry Uneven economic development Corruption Divisible politics | By the end of the lesson, the learner should be able to Explain the factors that limit national unity | Identifying Discussing Explanations Listening Asking and answering questions | Teachers Guide Pictures Student book Teachers experience Resource person Hand outs Realia | Milestone in History and Government form 1 page 106-107 Milestone Teachers guide 65-68 Evolving world Bk 2 page 124-126 K.L.B History and Government Bk 1 page 91-93 | |
| 10 | 1 to 2 | National Integration | Conflict Resolution | By the end of the lesson the learner should be able to Explain the meaning of conflict Explain the causes of conflicts at individual level and national level Explain methods of conflict resolution | Discussions Explanations Listening Asking and answering questions Note taking | Student book Teachers guide Pictures Hand-outs Realia Resource person Charts | Milestone in History and Government form 1 page 107-110 Milestone Teachers guide 65-68 Evolving world Bk 2 page 126-129 K.L.B History and Government Bk 1 page 93-97 | |
| | 3 | Revision of Work | The process of conflict, resolution/resolving | By the end of the lesson, the learner should be able to Explain the process of conflict resolution/resolving | Explaining Discussions Asking and answering questions Revising questions illustrating | photos students book teachers Guide hand-outs Realia Resource person | Milestone in History and Government form 1 page 110-111 Milestone Teachers guide 65-68 Evolving world Bk 2 page 126-129 K.L.B History and Government Bk 1 page 93-97 | |
| 11 | 1-3 | END OF YEAR EXAMINATIONS | | | | | | |

