HISTORY SCHEMES OF WORK FORM 2

TERM 2

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REM** |
| 1 | **Opening of School**  |
| 2 | 1 | DEVELOPMENT OF INDUSTRY.  | Uses of various sources of energy.Industrial revolution in Britain.  | By the end of the lesson, the learner should be able to: Identify various sources of energy.State uses of various sources of energy.Trace and the development of industrial revolution in Britain.  | Q/A: sources of energy.Discussion: uses of coal, oil, steam and electricity as energy sources.Q/A & discussion: Factors favoring development and expansion of industrial in Britain.  | ChartsMaps  | KLB BK IIPgs 59-61   evolving world pages 75  |  |
| 2 | DEVELOPMENT OF INDUSTRY.  | Industrial revolution in Continental Europe.  | By the end of the lesson, the learner should be able to: Trace and describe the Industrial revolution in continental Europe.Highlight some effects of industrial revolution in Europe.  | Exposition and discussion.  | ChartsMaps  | KLB BK IIPgs 64-66  evolving world pages  81  |  |
| 3 | DEVELOPMENT OF INDUSTRY.  | The Scientific Revolution.  | By the end of the lesson, the learner should be able to: Define the term scientific revolution and renaissance.Identify early scientific inventions on which modern science is based. | Descriptive approach;Exposition;Briefdiscussion.  | List of inventions.  | KLB BK IIPgs 66-68  evolving world pages 84  |  |
| 3 | 1 | DEVELOPMENT OF INDUSTRY.  | The impact of scientific inventions on modern: -Agriculture -Industry -Medicine  | By the end of the lesson, the learner should be able to: Discuss the effects of scientific revolution on modern agriculture, industry and medicine.  | Group work and group reporting.Teacher s major breakthroughs in medicine including research on AIDS vaccine.  | ChartsMaps  | KLB BK IIPgs 68-70  evolving world pages 84  |  |
| 2 | DEVELOPMENT OF INDUSTRY.  | Emergence of USA as an industrial power.  | By the end of the lesson, the learner should be able to: State factors that favored USA to emerge as an industrial power. | Q/A& brief discussion.  | Map: USA.  | KLB BK IIPgs 70-73  evolving world pages 93  |  |
| 3 | DEVELOPMENT OF INDUSTRY.  | Emergence of Germany as an industrial power in the 20th century.  | By the end of the lesson, the learner should be able to: Identify factors leading to industrial development of Germany.  | Exposition and discussion.  | Map: German.  | KLB BK IIPgs 73-76   evolving world pages 95  |  |
| 4 | 1 | DEVELOPMENT OF INDUSTRY.  | Emergence of Japan in industrial the 20th century.Industrialization in South Africa.  | By the end of the lesson, the learner should be able to: Identify factors leading to industrial development of Japan.Identify factors leading to industrial development in South Africa.Highlight notable setbacks to South Africa?s industrial development.  | Exposition and discussion.Q/A: countries referred to as ?third world?.Probing questions;Brief discussion.  | Map of Japan.Map: South Africa.  | KLB BK IIPgs 76-79  evolving world pages 97  |  |
| 2 | DEVELOPMENT OF INDUSTRY.  | Industrialization in Brazil.  | By the end of the lesson, the learner should be able to: Enumerate factors promoting industrial growth in Brazil.Highlight factors hampering industrial growth in Brazil.  | Probing questions & Explanations.  | Map: Brazil.  | KLB BK IIPgs 82-85   evolving world pages 100  |  |
| 3 | DEVELOPMENT OF INDUSTRY.  | Industrialization in India.  | By the end of the lesson, the learner should be able to: Give reasons for India?s industrialization.Identify drawbacks to her development.  | Probing questions;Brief discussion;Review questions.  | Map: India.  | KLB BK IIPgs 85-90  evolving world pages 104  |  |
| 5 | 1 | URBANIZATION.  | Meaning of urbanization. Factors of urbanization. Urbanization in Cairo.  | By the end of the lesson, the learner should be able to: Define term urbanization. State factors leading to early urbanization.Describe early urbanization in Cairo.Identify factors attributed to growth of Cairo.  | Q/A and discussion.Exposition of new concept.Discussion.  | MapsCharts  | KLB BK IIPgs 92-93  evolving world pages 108  |  |
| 2 | URBANIZATION.  | Early urbanization in Meroe.  | By the end of the lesson, the learner should be able to: Describe early urbanization of in urbanization in Meroe.Identify factors that favored urbanization in Meroe. | Brief discussion.  | Map: location of Kush and Meroe.  | KLB BK IIPgs 95-96  evolving world pages 110  |  |
| 3 | URBANIZATION.  | Early urbanization in Kilwa.Early urbanization in London.  | By the end of the lesson, the learner should be able to: Describe early urbanization of in urbanization in Kilwa.Identify factors that favored urbanization in Kilwa.Identify factors leading to growth of London to become a metropolis in Europe.  | Brief discussion.Q/A, exposition & discussion.  | Map: location of Kilwa.Map: location of London.  | KLB BK IIPgs 97-99  evolving world pages  111  |  |
| 6 | 1 | URBANIZATION.  | Early urbanization in Athens.  | By the end of the lesson, the learner should be able to: Trace early growth of Athens into a city. Give reasons for the growth of Athens city.  | Q/A, exposition & discussion.  | Map: location of Athens city.  | KLB BK IIPgs102-105  evolving world pages  113  |  |
| 2 | URBANIZATION.  | Emergence of Nairobi as an urban center.  | By the end of the lesson, the learner should be able to: Describe development of Nairobi city.Explain factors enabling Nairobi to attain city.Identify some challenges for Nairobi city.  | Oral questions & discussion.  | Map: location of Athens city.  | KLB BK IIPgs 105-107  evolving world pages  117  |  |
| 3 | URBANIZATION.  | Emergence of Johannesburg as an urban centre.Impacts of Agrarian & industrial development on urbanization.  | By the end of the lesson, the learner should be able to: Describe development of Johannesburg as an urban centre.Highlight challenges faced by the city.Discuss the impacts of Agrarian & industrial development on urbanization.  | Discussion: administrative and economic progress of the city.Q/A: challenges faced by the city.Oral questions: review Agrarian and industrial revolution.Detailed discussion.  | MapsCharts  | KLB BK IIPgs 107-109  evolving world pages 118  |  |
| 7 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | The Baganda.  | By the end of the lesson, the learner should be able to: Trace the origin of the Baganda.State factors contributing to rise and expansion of Buganda.  | Exposition: diverse origins of the Baganda.Discussion: rise of the Baganda.  | Map: location of Buganda kingdom.  | KLB BK IIPgs 111-102 evolving world pages  122  |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Socio-economic and political organization of the Baganda.  | By the end of the lesson, the learner should be able to: Describe the Socio-economic and political organization of the Baganda.Highlight factors leading to downfall of the Baganda.  | Exposition of new concepts;Discussion.  | map  | KLB BK IIPgs 112-106  evolving world pages  123  |  |
| 3 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | The Asante.Social organizations of the Ashante.  | By the end of the lesson, the learner should be able to: Trace the origin of the Asante.State factors contributing to rise and expansion of the Asante.Describe organization of the Ashante  | Detailed discussion.Descriptive approach.  | Map: location of Ashanti Empire.map  | KLB BK IIPgs 116-107  evolving world pages 130  |  |
| 8 | **Mid Term Exam and Break** |
| 9 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Economic organizations of the Ashante.  | By the end of the lesson, the learner should be able to: Describe economic organization of the Ashante  | Descriptive approach;Probing questions.  | map  | KLB BK IIPgs 118-119  evolving world pages  133  |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Political organization of the Ashante. Decline of Ashante.Great Zimbwabwe  | By the end of the lesson, the learner should be able to: Describe the Political organization of the Ashante Identify causes of decline of Ashante.Discuss the establishment of Great Zimbwabwe empire.  | Exposition & brief discussion.Exposition;Detailed discussion.  | mapMapsCharts  | KLB BK IIPgs 119-120  evolving world pages 131  |  |
| 3 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Mwene Mutapa kingdom.  | By the end of the lesson, the learner should be able to: Discuss the establishment of Mwene Mutapa kingdom.  | Exposition;Brief discussion.  | MapsCharts  | evolving world pages  |  |
| 10 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Rwozi empires.  | By the end of the lesson, the learner should be able to: Discuss the establishment of Rwozi empire.  | Descriptive approach;Exposition.  | MapsCharts  | evolving world pages  |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Shona Kingdom. Origin and growth.  | By the end of the lesson, the learner should be able to: Outline the origin of the shona .Highlight factors for growth of Shona kingdom.  | Exposition & brief discussion.  | MapsCharts  | KLB BK IIPgs 120-121   evolving world pages 127  |  |
| 3 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Social organization of the Shona.  | By the end of the lesson, the learner should be able to: Describe the social organization of the Shona. | Exposition: ancestral home of Shona.Discussion.  | Map: Ancestral home of the Shona. | KLB BK IIPgs 122-123  evolving world pages 129  |  |
| 11 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Economic organizations of the Shona.  | By the end of the lesson, the learner should be able to: Describe the economic organization of the Shona. | Exposition & brief discussion.  | MapsCharts  | KLB BK IIPgs 123   evolving world pages 129  |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY.  | Political organizations of the Shona. Decline of Shona.  | By the end of the lesson, the learner should be able to: Describe the Social economic and political organizations of the Shona.Identify causes of Shona decline.  | Exposition & brief discussion.  | MapsCharts  | KLB BK IIPgs 124   evolving world pages 128  |  |
| 3 | CONSTITUTION & CONSTITUTION MAKING.  | Written Constitution.  | By the end of the lesson, the learner should be able to: State features of written Constitution.State advantages and disadvantages of a written Constitution.  | Q/A and Brief discussion.  | Extract of the Constitution.  | KLB BK IIPgs 125-126  evolving world pages 135  |  |
| 12 | 1 | CONSTITUTION & CONSTITUTION MAKING.  | Features of an unwritten Constitution.  | By the end of the lesson, the learner should be able to: State features of an unwritten.Identify documents from which the United Kingdom drew its Constitution. State advantages and disadvantages of an unwritten Constitution.  | Probing questions;Brief discussion.  | Studentbook  | KLB BK IIPgs 126-127  evolving world pages  137  |  |
| 2 | CONSTITUTION & CONSTITUTION MAKING.  | A good constitution.The Constitution of Kenya at independence.  | By the end of the lesson, the learner should be able to: Identify characteristics of a good constitution.Outline the process of developing the Constitution of Kenya at independence.  | Oral questions and brief discussion.Exposition & detailed discussion.  | Studentbook  | KLB BK IIPg 127  evolving world pages  138  |  |
| 3 | CONSTITUTION & CONSTITUTION MAKING.  | Aspects of the Constitution of Kenya at independence.  | By the end of the lesson, the learner should be able to: Identify aspects of constitution of Kenya at independence.  | Exposition: Aspects of Constitution of Kenya at independence.  | Studentbook  | KLB BK IIPgs 128-129  evolving world pages 140  |  |
| 13-14 | **End Term Exam and Closing**  |