**HISTORY SCHEMES OF WORK FORM 4**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| 1 | **Opening of School** | | | | | | | |
| 2 | 1 | International relations | Effects of the cold war | By the end of the lesson, the learner should be able to:   Explain the effects of the cold war | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 83-84 |  |
| 2 | Cooperation in Africa | Pan-Africanism | By the end of the lesson, the learner should be able to:   Discuss the origin of the Pan-Africanism | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 86 |  |
| 3 | Cooperation in Africa | Development of Pan-Africanism | By the end of the lesson, the learner should be able to:   Discuss the development of the Pan-Africanism | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 88-94 |  |
| 4 | Cooperation in Africa | Achievements of Pan-Africanism | By the end of the lesson, the learner should be able to:   Discuss the achievements of the Pan-Africanism  State the challenges encountered by the Pan-Africanism | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 95-98 |  |
| 3 | 1 | Cooperation in Africa | Organization of African Unity | By the end of the lesson, the learner should be able to:   Discuss the origin and structure of OAU Discuss challenges faced by OAU | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 98-104 |  |
| 2 | Cooperation in Africa | The African Union | By the end of the lesson, the learner should be able to:   Discuss the formation and structure of the AU Explain the objectives of AU | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 104-109 |  |
| 3 | Cooperation in Africa | East African Community | By the end of the lesson, the learner should be able to:   Explain the formation of East African Community State the challenges faced by EAC Discuss the achievements of the EAC | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 109-117 |  |
| 4 | Cooperation in Africa | ECOWAS | By the end of the lesson, the learner should be able to:   Discuss the formation of the ECOWAS Explain the performance and challenges of ECOWAS | Definition Explaining  Demonstration  Discussions | Newspaper  Letters  Books Internet | The Evolving World A history and Government Form 4 Pg 118-120 |  |
| 4 | 1 | Co-operation in Africa | Structure and functions of COMESA: The Authority The Council of Ministers The Court of Justice The Committee of Governors of Central Bank | By the end of the lesson, the learner should be able to:  , State the structure of COMESA Explain the structure of COMESA Discuss the functions of each of the structure stated | Explaining the structure of COMESA Discussing the functions of COMESA under each structure | Maps Charts  Photographs  Students | KLB History and government Form 4 page 78-79 |  |
| 2 | Co-operation in Africa | Structure and functions of COMESA: The Intergovernmental Committee The Technical Committees The Secretariat The Consultative Committee | By the end of the lesson, the learner should be able to:  , State the structure of COMESA Explain the structure of COMESA Discuss the functions of each of the structure stated | Explaining the structure of COMESA Discussing the functions of COMESA under each structure | Maps Charts  Photographs  Students | KLB History and government Form 4 page 77-78 |  |
| 3 | Co-operation in Africa | Performance of COMESA | By the end of the lesson, the learner should be able to:   Explain the achievements of COMESA Discuss the achievements of COMESA | Explaining the achievements of COMESA Discussing the achievements Asking and answering questions | Photographs Students | KLB History and government Form 4 page 78-81 |  |
| 4 | Co-operation in Africa | Challenges facing COMESA | By the end of the lesson, the learner should be able to:   State the challenges facing COMESA Explain the challenges facing COMESA | Explaining challenges facing COMESA Discussing the challenges Asking and answering questions | Photographs Students | KLB History and government Form 4 page 78-81 |  |
| 5 | 1 | National Philosophies (Kenya) | African socialism Origin and development of African Socialism | By the end of the lesson, the learner should be able to:   Explain the origin of socialism State the principles of African Socialism Describe the adoption of African Socialism Discuss the objectives of 1965 Sessional paper No. 10 | Defining the term | Photographs Students | KLB History and government Form 4 page 82-84 |  |
| 2 | National Philosophies (Kenya) | Main features of African Socialism | By the end of the lesson, the learner should be able to:   State the main features of African Socialism Explain the features of African Socialism Discuss the features of African Socialism | Explaining the features of African Socialism Discussing the features of African Socialism Debating | Photographs Students | KLB History and government Form 4  page 85-87 |  |
| 3 | National Philosophies (Kenya) | Significance of African Socialism | By the end of the lesson, the learner should be able to:   Explain the significance of African Socialism to the nation of Kenya Discussing the significance of African Socialism to the nation of Kenya | Explaining the significance of African Socialism Discussing the significance of African socialism Asking and answering questions Debating | Photographs Students | KLB History and government Form 4 page 88-89 |  |
| 4 | National Philosophies (Kenya) | Harambee Philosophy The origin and development of Harambee | By the end of the lesson, the learner should be able to:   Explain the origin and development of Harambee philosophy State the aims of Harambee philosophy Explain the categories of Harambee projects Discuss the principles of Harambee philosophy | Defining the term | Students | KLB History and government Form 4 page 88-89 |  |
| 6 | 1 | National Philosophies (Kenya) | The Role of Harambee in Development | By the end of the lesson, the learner should be able to:   Explain the role of Harambee in National Development Discuss how public collections through Harambee spirit have been undermined | Explaining  Discussing Debating Asking and Answering questions Note making and taking | Students | KLB History and government Form 4 page 88-89 |  |
| 2 | National Philosophies (Kenya) | Nyayo Philosophy Origin of Nyayo Philosophy Development of the Nyayo Philosophy African socialism Harambee and Nyayo philosophies | By the end of the lesson, the learner should be able to:   Explain the origin and the development of the Nyayo Philosophy Explain the impact of National Philosophies | Explaining the origin and development of the Nyayo Philosophy Discussing the impact of National philosophies Asking and answering of questions | Students | KLB History and government Form 4 page 88-89 |  |
| 3 | Social Economic and political Development and challenges in Kenya since independence | Political development from 1963-1991 | By the end of the lesson, the learner should be able to:   Explain the political development from 1963-1991 in Kenya | Explaining the political developments in Kenya from 1963-1991 Asking and answering questions Note taking | Pictures Students | KLB History and government Form 4 page 91-95 |  |
| 4 | Social Economic and political Development and challenges in Kenya since independence | Political assassination between 1965-1990 Multiparty democracy in Kenya Challenge of multiparty democracy | By the end of the lesson, the learner should be able to:   Discuss political assassination between 1965-1990 Explain the status of multiparty politics after independence Explain challenges of multiparty democracy | Discussing political assassination between 1965-1990 Explanations Illustrations Asking and answering questions | Students | KLB History and government Form 4 page 94-95 |  |
| 7 | 1 | Social Economic and political Development and challenges in Kenya since independence | Multiparty democracy in Kenya Challenges of Multiparty democracy in Kenya | By the end of the lesson, the learner should be able to:   Explain the origin and growth of multiparty politics in Kenya after 1990 Explain the challenges facing multiparty elections and democracy in Kenya | Explanations Discussions Illustrations Asking and answering questions Note taking | Newspaper cuttings Handouts Documents Photographs Students | KLB History and government Form 4 page 96-97 |  |
| 2 | Social Economic and political Development and challenges in Kenya since independence | The role of Political organization or parties in government and nations building | By the end of the lesson, the learner should be able to:   Explain the role of political parties I the government and nation building | Explanation Discussions Asking and answering questions Note taking | Charts Videos Documents Resource persons Handouts Newspaper cuttings | KLB History and government Form 4 page 100-101 |  |
| 3 | Social Economic and political Development and challenges in Kenya since independence | Economic development and challenges Land policies | By the end of the lesson, the learner should be able to:   Explain the land policies and land use re nations that developed after independence Explain the policies and land use reforms that developed after independence | Discussing Explaining Illustrations Asking and answering questions Note taking | Students | KLB History and government Form 4 page 100-101 |  |
| 4 | Social Economic and political Development and challenges in Kenya since independence | Economic developments and challenges of land politics on land | By the end of the lesson, the learner should be able to:   Explain the challenges of land policies on land Explain the challenges facing land policies State benefits of land reforms to Kenya | Explanations Discussions Asking and answering questions Note taking Illustrations | Students | KLB History and government Form 4 page 103-104 |  |
| 8 | **Mid Term Exam and Break** | | | | | | | |
| 9 | 1 | Social Economic and political Development and challenges in Kenya since independence | Developments in industry | By the end of the lesson, the learner should be able to:   Explain the role of industries in national developments | Discussing the role of industry in national development | Pictures Charts Resource person Handouts documents | KLB History and government Form 4 page 104-106 |  |
| 2 | Social Economic and political Development and challenges in Kenya since independence | Developments in Industry | By the end of the lesson, the learner should be able to:   Explain the industrial development ventures after independence | Explanations Discussions Asking and answering questions Note taking | Students | KLB History and government Form 4 page 104-106 |  |
| 3 | Social Economic and political Development and challenges in Kenya since independence | Economic Developments Challenges on Industry Social developments and challenges industrialization | By the end of the lesson, the learner should be able to:   explain the economic challenges Kenya faces on industry explain the development in education since independence | explanations Education Discussions Asking and answering questions Note taking | Photographs Resource persons Pictures Charts Documents Teachers guide Students | KLB History and government Form 4 page 106-107 |  |
| 4 | Social Economic and political Development and challenges in Kenya since independence | Challenges in provision of education | By the end of the lesson, the learner should be able to:   Explain the challenges that Kenya has faced in the provision of education | Discussions Explanations Asking and answering questions Note taking | Students | KLB History and government Form 4 page 106-107 |  |
| 10 | 1 | Social Economic and political Development and challenges in Kenya since independence | Social development and challenges Health services | By the end of the lesson, the learner should be able to:    Explain the measures undertaken by the Government to improve health care services | Discussions Explanations Illustrations Asking and answering questions Note taking | Handouts Students | KLB History and government Form 4 page 104-106 |  |
| 2 | Social Economic and political Development and challenges in Kenya since independence | The challenges that faces the provision of health care services in Kenya | By the end of the lesson, the learner should be able to:   Explain the challenges Kenya faces in the provision of Health care services | Discussions Explanations Asking and answering questions Demonstration Illustrations Note taking | Students | KLB History and government Form 4 page 110-113 |  |
| 3 | Social Economic and political Development and challenges in Kenya since independence | Culture and sports | By the end of the lesson, the learner should be able to:   Explain the developments in culture and sports in since independence | Demonstration Illustrations Drawing Asking and answering questions Note taking Discussing | Students | KLB History and government Form 4 page 113-114 |  |
| 4 | Social Economic and political Development and challenges in Kenya since independence | Challenges in culture and sports | By the end of the lesson, the learner should be able to:   Explain the challenges Kenya faces in culture and sports | Demonstrating Illustration Drawing  Asking and answering questions Note taking discussion | Students | KLB History and government Form 4 page 118 |  |
| 11 | 1 | Social Economic and political Development and challenges in Kenya since independence | Social, economic and political developments in DRC Political developments The political situation in DRC at Independence | By the end of the lesson, the learner should be able to:    Explain the political situation in DRC at independence and the major political developments in DRC between 1960-1065 | Discussions Explanations Illustrations Demonstrating Drawing Asking and answering questions Note taking | Students | KLB History and government Form 4 page 118-121 |  |
| 2 | Social economic and potential Development and the changes in Africa since Independence | The contributions of Mobutu to the history of the DRC | By the end of the lesson, the learner should be able to:   Explain the contributions of Mobutu to the History of DRC i.e. political and economics | Discussions Explanations Asking and answering questions Making and taking notes Illustrating Demonstrating Drawing | Pictures Charts Students | KLB History and government Form 4 121 |  |
| 3 | Social, Economic and political Development and the changes in Africa since independence | The economic development in DRC between 1960-1994 | By the end of the lesson, the learner should be able to:   Explain the economic development in DRC between 1960-1994 | Explanations Discussions Illustrating Making and taking notes | Pictures Charts Charts Maps Teachers guide Teachers book Real objects Newspaper cuttings |  |  |
| 4 | Social, Economic and Political Development and changes in Africa since independence | Social development in DRC since independence | By the end of the lesson, the learner should be able to:   Explain the social development in DRC since independence | Discussing Explanations Illustrations Asking and answering questions Making and taking notes Drawing maps | Pictures Charts Maps Teachers guide Real objects Newspaper cuttings Documents | KLB History and government Form 4 page 123 |  |
| 12 | 1 | Social Economic and political Development and challenges in Africa since independence | Tanzania The major political development in Tanzania between 1961-1985 | By the end of the lesson, the learner should be able to:    Explain the political development in Tanzania between 1961-1987 | Discussions Explanations Illustrations Asking and answering questions | Charts Students | KLB History and government Form 4 page 124-125 |  |
| 2 | Social Economic and Political Developments and challenges in Africa since independence | The contributions of Mwalimu Julius Nyerere to the History of Tanzania | By the end of the lesson, the learner should be able to:    Define Ujamaa and analyze the contribution of Mwalimu Julius Nyerere to the History of Tanzania | Defining meaning of Ujamaa Discussion Explanations Asking and answering questions Note taking | Charts Students | KLB History and government Form 4 page 124-125 |  |
| 3 | Social, Economic and political Development and challenges in Africa since independence | The economic development in Tanzania since independence | By the end of the lesson, the learner should be able to:   Explain the economic developments in Tanzania since independence | Discussions Explanations Asking and answering questions Note taking | Students | KLB History and government Form 4 page 126-127 |  |
| 4 | Social, Economic and political Development and challenges in Africa since independence | Social development in Tanzania since independence | By the end of the lesson, the learner should be able to:   lesson, be able  Explain the social developments in Tanzania since independence | Explaining Illustrations Asking and answering questions Making notes | Students | KLB History and government Form 4 page 128 |  |
| 13-14 | **End Term Exam and Closing** | | | | | | | |