

WEEK	LESSON	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/LEARNING ACTIVITIES	TEACHING/LEARNING RESOURCES	REFERENCES	REMARKS
SCHEMES OF WORK HISTORY FORM ONE TERM I								
4	1	Introduction to History and Government	<ul style="list-style-type: none"> - Meaning of history - Meaning of Government 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term history</p> <p>(b) Explain the meaning of the term government</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Chalk board • Students book • Pictures • Charts • Handouts • Realia 	<ul style="list-style-type: none"> • 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	<p>Sources of information on history and Government</p> <ul style="list-style-type: none"> - Unwritten source - Oral tradition - Limitations of oral tradition - Archeology - Paleontology 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Identify the source of information on history and Government. Oral traditions and its limitations</p> <p>(b) Archeology</p> <p>(c) Paleontology</p>	<ul style="list-style-type: none"> • Explanation • Discussion • Asking and answering questions • Giving assignment • Note taking 	<ul style="list-style-type: none"> • Charts • Students book • Maps • Picture • Handouts • Realia 	<ul style="list-style-type: none"> • 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 Government	Anthropology Geology Genetics	By the end of the lesson, the learner should be able to (a) Explain anthropology, Geology and Genetics as sources of information on History and Government	<ul style="list-style-type: none"> • Explanations • Discussions • Answering questions • Asking questions • Note taking 	<ul style="list-style-type: none"> • Text book • Hand outs • Picture maps • Realia • Teachers guide • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government 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 	
5	1	Introduction to History and Government	<ul style="list-style-type: none"> - Linguistics - Ethnology - Resources person 	By the end of the lesson, the learner should be able to (a) Explain linguistics ethnology and resource persons (b) A source of information on History and Government (c) State advantages and limitations of linguistics	<ul style="list-style-type: none"> • Explanations on content • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Chart • Realia • Hand outs • Students book • Audio Visual Radio 	<ul style="list-style-type: none"> • 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 	

							<ul style="list-style-type: none"> page 2-6 Gateway Revision page 3-4 	
	2	Introduction to History and Government	<ul style="list-style-type: none"> Mass media Written sources and their limitations 	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> (a) Explain mass media and written sources of information on History (b) State the limitations of written sources 	<ul style="list-style-type: none"> Discussions Explanations Asking and answering questions Note taking 	<ul style="list-style-type: none"> Charts Realia Handouts Students book Audio visual radio 	<ul style="list-style-type: none"> 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 	
	3	Introduction to History and Government	<ul style="list-style-type: none"> Importance of studying history Importance of studying Government 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the importance of studying History and Government 	<ul style="list-style-type: none"> Explaining the importance of studying history and Government Note taking Discussions Asking questions Answering questions 	<ul style="list-style-type: none"> Picture Handouts Teachers book Students book Charts Realia 	<ul style="list-style-type: none"> Milestone in History and Government page 6-7 Milestone Teachers guide 26 Evolving world Bk 	

							<ul style="list-style-type: none"> 21 page 4-5 K.L.B History and Government Bk 1 page 6-7 Gateway Revision page 3-4 	
6	1	Early Man	<p>The origin of early man</p> <ul style="list-style-type: none"> - Mythical theory - Creation theory - Evolution theory 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin of man as given in the mythical theory, creation and evolution theory</p>	<ul style="list-style-type: none"> • Discussions on the origin of man • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photographs • Students book • Pictures • Handouts • Teachers guide book • Charts • maps 	<ul style="list-style-type: none"> • Milestone in History and Government page 8-9 • Milestone Teachers guide 26 • 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	<p>Evolution of Man</p> <ul style="list-style-type: none"> - Meaning of evolution - Stages in the evolution of man 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) explain and identify the</p>	<ul style="list-style-type: none"> • Explaining the stages of evolution • Discussing time different features of man at each stage • Asking and 	<ul style="list-style-type: none"> • Maps • Students book • Teachers guide • Hand outs • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government page 9- 	

			<ul style="list-style-type: none"> - Aegytopitism - Dryopitr 	<p>stages through which a man evolved</p> <p>(b) Aegytopithecus</p> <p>(c) Dryopithecus</p>	<p>answering question</p> <ul style="list-style-type: none"> • Note taking 	<ul style="list-style-type: none"> • Maps • Pictures 	<p>11</p> <ul style="list-style-type: none"> • Milestone Teachers guide 26 • Evolving world Bk 2 page 17-29 • K.L.B History and Governme nt Bk 1 page 9-21 • Gateway Revision page 5 	
	3	Early man	<p>Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape)</p> <p>Australopithecus</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Identify and explain the stages through which man evolved i.e</p> <ul style="list-style-type: none"> - kenyapithecus - Ramapithecus - Australopithecus 	<ul style="list-style-type: none"> • Explaining the stages of evolution • Discussing • Describing • Answering questions • Asking questions 	<ul style="list-style-type: none"> • Charts • Students book • Photographs • Pictures • Hand outs 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 11-12 • Milestone Teachers guide 31 • Evolving world Bk 2 page 19-22 • K.L.B History and Governme nt Bk 1 page 11-16 	

7	1	Early man	Evolution of man Homohabilis (handy man) Homo Erectures (upright man)	By the end of the lesson, the learner should be able to (a) Explain the stages through which man evolved i.e homohabilis and erectus	<ul style="list-style-type: none"> • Explanation • Discussing • Describing • Questions and answers 	<ul style="list-style-type: none"> • Chart • Pictures • Students book • Teachers book • Realia • Hand outs 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 13-14 • Milestone Teachers guide 31 • K.L.B History and Governme nt Bk 1 page 11-14 	
	2	Early Man	Homo Sapiies(intelligent man Rhodesium man Neanderthan man Cro-magnion	By the end of the lesson, the learner should be able to (a) State characteristics of Homo sapiies, Rhodesium, cro-magnon (b) Explain the stages through which man evolved	<ul style="list-style-type: none"> • Explanations • Discussions • Questions and answers 	<ul style="list-style-type: none"> • Text book • Maps • Pictures/photographs • Documents • Handouts • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 13-14 • Milestone Teachers guide 31 • Evolving world Bk 2 page 22-23 • K.L.B History and Governme nt Bk 1 page 14-16 	

							<ul style="list-style-type: none"> • Gateway Revision page 7 	
	3	Early man	Evolution of man Homo sapiens	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the stages through which man evolved 1.e Homo Sapiens, Sapiens</p> <p>(b) State the characteristics of Homo Sapiens- Sapiens</p>	<ul style="list-style-type: none"> • Drawing a picture of Homo sapiens sapiens • Note taking • Explaining the characteristics of Homo Sapiens Sapiens 	<ul style="list-style-type: none"> • Maps • Photographs • Students book • Teachers guide • Revision • Resource person • Documents • Realia 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 14-15 • Milestone Teachers guide 31 • Evolving world Bk 2 page 23-24 • K.L.B History and Governme nt Bk 1 page 16 • Gateway Revision page 7 	
8	1	Early man	Cultural and economic practices of early man Early stone age/ lower paleolithition and 2 nd phase	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the cultural and economic practices of man during the milestone age</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Charts • Realia • Pictures • Documentaries • Gateway revision • Resource person • Views pages • Cuttings 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 14-15 • Milestone Teachers guide 31 • Evolving 	

							world Bk 2 page 24-28 <ul style="list-style-type: none"> • K.L.B History and Government Bk 1 page 16-20 • Gateway Revision page 7 	
	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 (a) Explain the cultural and economic practices of man during the late stone age (b) Explain the economic practices of man during their stage	<ul style="list-style-type: none"> • Explaining the cultural and economic practices of early man in middle stone age • Discussions • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Photographs • Students book • Realie • Resource person • Documentary • Newspaper cuttings • Hand outs • pictures 	<ul style="list-style-type: none"> • 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 	
				By the end of the lesson,				

	3	Early man	The late stone age/upper Paleolithic 15,000-8,000 years ago	<p>the learner should be able to</p> <p>(a) Explain the cultural and economic practices of man during the late stone age</p> <p>(b) Explain the economic practices of man during their stage</p>	<ul style="list-style-type: none"> • Explanation • Discussions • Note taking • Asking questions and answering questions 	<ul style="list-style-type: none"> • Maps • Photographs • Students book • Realie • Resource person • Documentary • Newspaper cuttings • Hand outs • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 18-19 • Milestone Teachers guide 31 • Evolving world Bk 2 page 27 • K.L.B History and Governme nt Bk 1 page 19-21 • Gateway Revision page 9-10 	
9	1	Development of Agriculture	<ul style="list-style-type: none"> - Development of early Agriculture - Beginning of crop growing - The beginning of animal domestication 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State factors that contribute to the beginning of crop growing</p> <p>(b) State factors that led to domestication of animals</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Demonstrations • Drawing • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Maps • Charts • Students book • Hand outs • Pictures • Realia • Resource person • Documents • Teacher's guide 	<ul style="list-style-type: none"> • Milestone in History and Governme nt 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	
							<ul style="list-style-type: none"> • Gateway Revision page 11-12 	
	2	Development of Agriculture	<ul style="list-style-type: none"> - Early Agriculture in Egypt - Characteristics of early Agriculture - Impact of Early Agriculture in Egypt 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State the characteristics of early Agriculture</p> <p>(b) Explain the impact of early Agriculture in Egypt</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Drawing map of Egypt • Note taking 	<ul style="list-style-type: none"> • Maps • Charts • Students book • Picture • Hand outs • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 21-23 • Milestone Teachers guide 36 • Evolving world Bk 2 page 36-38 • K.L.B History and Government Bk 1 page 24-26 	
	3	Development of Agriculture	<ul style="list-style-type: none"> - Early Agriculture in Mesopotamian - Characteristic of 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Identify the</p>	<ul style="list-style-type: none"> • Explanation • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Photographs • Students book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Governme 	

			<p>early Agriculture in Mesopotamia</p> <ul style="list-style-type: none"> - Impacts of early Agriculture in Mesopotamia 	<p>characteristics of early Agriculture in Mesopotamia</p> <p>(b) Explain the impacts of early Agriculture in Mesopotamia</p>	<ul style="list-style-type: none"> • Note taking 	<ul style="list-style-type: none"> • Pictures • Hand-outs • Realia • Resource person • documents 	<p>nt form 1 page 23-25, 24-26</p> <ul style="list-style-type: none"> • Milestone Teachers guide 36 • Evolving world Bk 2 page 34-35 • K.L.B History and Governme nt Bk 1 page 25-26 	
10	1	Development of Early Agriculture	<p>The Agricultural Revolution</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term Agrarian Revolution</p> <p>(b) Explain the farming methods in Britain after the Agrarian Revolution</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Writing down important points • Demonstrating 	<ul style="list-style-type: none"> • Photographs • Text book • Teachers guide • Hand-outs • Charts • Map • Resource person • Pictures • News paper cutting 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 26-27, • Milestone Teachers guide 36-37 • Evolving world Bk 2 page 39-41 • K.L.B History and Governme nt Bk 1 page 25-26 	

							<ul style="list-style-type: none"> • Gateway Revision Page 14-15 	
2	Development of Agriculture	Farming methods after Agrarian Revolution	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the farming methods in Britain after the Agrarian Revolution</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Teachers guide • Hand-outs • Picture • Charts • Realia • Resource person • documents 	<ul style="list-style-type: none"> • Milestone in History 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	<ul style="list-style-type: none"> - Effects of Agrarian Revolution in Britain - Agrarian Revolution in 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of the Agrarian</p>	<ul style="list-style-type: none"> • Explaining the effects of Agrarian Revolution in Britain and factors contributing to Agrarian Revolution 	<ul style="list-style-type: none"> • Picture • Students book • Teachers guide • Hand-outs • Realia • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 28- 		

			U.S.A	<p>Revolution in Britain</p> <p>(b) Explain the factors that contributed to Agrarian Revolution in U.S.A</p>	<p>in U.S.A</p> <ul style="list-style-type: none"> • Discussion • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Resource person • documents 	<p>33</p> <ul style="list-style-type: none"> • 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 	
11	1	Development of Agriculture	<ul style="list-style-type: none"> - Effects of Agrarian Revolution in U.S.A - Food situation in Africa and the role of the world 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State the effects of Agrarian period from U.S.A</p> <p>(b) Explain the food situation in Africa and the rest of the world</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Pictures • Maps • Charts • Teachers guide • Students book • Hand-outs • Realia 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> - Factors contributing to food shortage in Africa - Remedies of food shortage 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Identify the factors contributing to food shortage in Africa and the rest of the world (b) Identify effects of food shortage (c) Explain the remedies to food shortage in Africa and the rest of the world 	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Note taking • Drawings 	<ul style="list-style-type: none"> • Teachers guide • Students book • Pictures • Charts • Maps • Hand-outs • Realia 	<ul style="list-style-type: none"> • 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 of Kenya up to the 19 th Century	<ul style="list-style-type: none"> - Early inhabitants - Origin, migration and settlement of people of Kenya 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Trace the origin, migration and settlement of the people of Kenya 	<ul style="list-style-type: none"> • Discussions • Drawing the map of Kenya showing the early inhabitants • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Maps • Chart • Pattern • handouts 	<ul style="list-style-type: none"> • Milestone 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 (a) Explain the origin, migration and settlement of the Eastern Cushites i.e Rendile and Somali (b) State factors and reasons for their migrations (c) State results of their migration of settlement	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Maps • Charts • Students book • Hand-outs • pictures 	<ul style="list-style-type: none"> • 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 of Kenya up to 19 th Century	Origin, migration and settlement of Bantu Factors that led to the migration of the Western	By the end of the lesson, the learner should be able to (a) State the reasons	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government 	

			Bantu	for the migration of the Bantus (b) Explain the reasons of their settlements	<ul style="list-style-type: none"> • Writing down important points 	<ul style="list-style-type: none"> • handouts 	<p>nt form 1 page 41</p> <ul style="list-style-type: none"> • Milestone Teachers guide 43 • Evolving world Bk 2 page 52-53 • K.L.B History and Governme nt 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 (a) State the reasons for the migration of the Bantus (b) Explain the reasons for their settlements	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Note taking • Demonstration 	<ul style="list-style-type: none"> • Maps • Charts • Teachers guide • Students book • Hand-outs • pictures 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 41-42 • Milestone Teachers guide 42-43 • Evolving world Bk 2 page 53-56 • K.L.B History and Governme nt Bk 1 page 40-42 	

13	1-3	Revision and Exams	Revision and Exams	By the end of the lesson, the learner should be able to (a) Revise the terms work and be in a position to answer the questions asked in the exam	<ul style="list-style-type: none"> Revising for exams 1 	<ul style="list-style-type: none"> Exam papers Pens Text book 	<ul style="list-style-type: none"> Question papers Revision books Text books notes 	
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END OF TERM ONE EXAMINATIONS

**SCHEMES OF WORK
HISTORY FORM ONE
TERM II**

1	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 (a) State the causes of migration of Abaluhya, Abagusii and Abakuria (b) Explain the origin and settlement of Abaluhya, Abagusii and Abakuria	<ul style="list-style-type: none"> explaining the origin, migration and settlement of Abagusii, Abaluhya and Abakuria discussions demonstrating drawing of maps showing migration patterns 	<ul style="list-style-type: none"> students book teachers guide maps charts pictures 	<ul style="list-style-type: none"> 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 	
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	2	The people of Kenya up to 19 th Century	<p>Origin, migration and settlement of the Eastern Bantu</p> <ul style="list-style-type: none"> - Mt. Kenya Bantus e.g Aembu, Ameru, Akamba, Agikuyu 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin, migration and settlement of Eastern Bantu i.e Mt. Kenya Bantu e.g</p> <ul style="list-style-type: none"> - Aembu - Ameru - Akamba - Agikuyu <p>(b) Explain the results of Eastern Bantu migration</p>	<ul style="list-style-type: none"> • Drawing • Discussions • Explanations • demonstrating 	<ul style="list-style-type: none"> • students book • teachers guide • maps • charts • pictures • handouts • realia 	<ul style="list-style-type: none"> • 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	<p>Origin, migration and settlement of</p> <ul style="list-style-type: none"> - Costal bantu - Taita - Pokomo - Mijikende - Waswahili 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) explain the origin, migration and settlement of the Costal Bantu</p>	<ul style="list-style-type: none"> • discussions • explanations • asking and answering questions 	<ul style="list-style-type: none"> • maps • students book • teachers guide • Hand-outs • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 46-47 • Milestone Teachers guide 42- 	

							<ul style="list-style-type: none"> 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 	
2	1	The People of Kenya up to the 19 th Century	Origin, migration and settlement of the River lake nilotes - luo	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) explain the origin, migration of the river lake nilotes (b) – luo (c) Explain the causes and results of migration 	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Charts • Maps • Teachers guide • Hand-outs • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 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 	

							<ul style="list-style-type: none"> Tips pages 22 High Flyer page 11 	
	2	The people of Kenya up to the 19 th Century	<p>Origin, migration and settlement of the highland nilotes</p> <ul style="list-style-type: none"> - Nandi - Kipsigis - Tugen - Pokot 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin, migration and settlement of the Nandi, Kipsigis, Tugen, Pokot</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Photos • Student book • Teachers guide • Maps • Charts 	<ul style="list-style-type: none"> • 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	<p>Origin, migration and settlement of the highlands Nilotes</p> <ul style="list-style-type: none"> - The maasai - The Iteso 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State the causes of Highland Nilotes migrations</p> <p>(b) Explain the origin, migration and settlement of the</p>	<ul style="list-style-type: none"> • Discussions • Explanation • Asking and answering questions • Drawing maps 	<ul style="list-style-type: none"> • Photos • Students books • Teachers Guide • Maps • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 49-51 • Milestone Teachers guide 42- 	

				maasai and Iteso			<ul style="list-style-type: none"> 43 • Evolving world Bk 2 page 61-62 • K.L.B History and Government Bk 1 page 47-48 • Golden Tips pages 23 	
3	1	The People of Kenya up to the 19 th Century	Results of the migration and settlement of the Bantu	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the results of the migration and settlement of the Bantu</p>	<ul style="list-style-type: none"> • Explaining • Asking and answering questions • discussions 	<ul style="list-style-type: none"> • Photos • Students book • Teachers Guide • Maps • Pictures • Hand-outs • Realia 	<ul style="list-style-type: none"> • 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 	

	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 (a) Explain the results of migration and settlement of the Plain Nilotes	<ul style="list-style-type: none"> • Explaining results of the migration and settlement of the Plain Nilotes • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Students book • Teachers guide • Charts • Hand outs 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Discussions • Explanations • Answering and asking questions 	<ul style="list-style-type: none"> • Maps • Students book • Charts • Hand-outs • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 52-53 • Milestone Teachers guide 43 • Evolving world Bk 2 	

							<ul style="list-style-type: none"> page 61 K.L.B History and Government Bk 1 page 48-51 Golden Tips pages 24 High Flyer page 11 	
4	1	The people of Kenya up to the 19 th Century	Results of the migration and settlement of the Cushites	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the results of the migration and settlement of the Cushites</p>	<ul style="list-style-type: none"> Explanations Discussions Answering and asking questions 	<ul style="list-style-type: none"> Maps Charts Hand-outs Realia Pictures Students book Teachers guide 	<ul style="list-style-type: none"> 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	- Bantu	By the end of the lesson,	<ul style="list-style-type: none"> Discussions 	<ul style="list-style-type: none"> Charts 	<ul style="list-style-type: none"> Milestone 	

		Economic and political organization of Kenya societies in 19 th Century	<ul style="list-style-type: none"> - Agikuyu social economic organization 	<p>the learner should be able to</p> <p>(a) Explain the social economic organization of the Agikuyu</p>	<ul style="list-style-type: none"> • Explanations • Asking and answering questions • Drawing maps 	<ul style="list-style-type: none"> • Photographs • Students books • Maps • Pictures • Hand-outs 	<p>in History and Government form 1 page 54-55</p> <ul style="list-style-type: none"> • Milestone Teachers guide 43 • Evolving world Bk 2 page 63 • 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	<ul style="list-style-type: none"> - Bantus - Politics of the Agikuyu - Social and economic organization of the Ameru 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the political organization of the Agikuyu</p> <p>(b) Discuss the social and economics organization of the Ameru</p>	<ul style="list-style-type: none"> • Explaining the political organization of the Agikuyu • Discussing the social and economic organization of the Ameru • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Students book • Maps • Hand-outs • charts 	<ul style="list-style-type: none"> • 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 	

							<ul style="list-style-type: none"> and Government Bk 1 page 52-54 • Golden Tips pages 26 • High Flyer page 12-13 	
5	1	Social economic and political organization of Kenya societies in the 19 th century	<p>The political organization of the Ameru</p> <p>The political social and economic organization of Akamba</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the political organization of the Ameru</p> <p>(b) The political, social, and economics organization of the Akamba</p>	<ul style="list-style-type: none"> • Explaining the political organization of the ameru • Political, social and economic organization of the Akamba 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Maps • Charts • Hand-outs • Realia 	<ul style="list-style-type: none"> • 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	The social, economic and political organization of	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Explaining the social, economic 	<ul style="list-style-type: none"> • Photos • Charts 	<ul style="list-style-type: none"> • Milestone in History 	

		and political organization of Kenyan societies in the 19th century	the Abagusii	to (a) Explain the social, economics and political organization of the Abagusii	and political organization <ul style="list-style-type: none"> • Discussion • Asking and answering questions on the content cover 	<ul style="list-style-type: none"> • Students book • Maps • Students book • Teachers Guide 	and Government form 1 page 58-59 <ul style="list-style-type: none"> • 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 19 th Century	The social, economic, political organization of the Mijikenda	By the end of the lesson, the learner should be able to (a) Discuss the social economic and political organization of the Mijikenda	<ul style="list-style-type: none"> • Discussing the social, economic and political organization of the Mijikenda • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers Guide • Charts • Maps • Hand-outs • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 59-60 • Milestone Teachers guide 48 • Evolving world Bk 2 page 71-72 • K.L.B History and Governme 	

							nt Bk 1 page 56- 57	
6	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 (a) Explain the social, political and economic organization of the Luo	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Drawing of the maps • demonstrating 	<ul style="list-style-type: none"> • students book • teachers guide • charts • maps • hand-outs • realia • pictures 	<ul style="list-style-type: none"> • 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 (a) Explain the social, economic organization of the Nandi	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Pictures • Chart • Map • Handouts • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 62-63 • Milestone Teachers 	

							<ul style="list-style-type: none"> 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	<p>Nilotes Nandi Political organization of the Maasai</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the political organization of the Nandi (b) Explain the social organization of the Maasai 	<ul style="list-style-type: none"> Discussions Explanations Demonstrations Asking and answering questions 	<ul style="list-style-type: none"> Students books Teachers Guide Hand-outs Realia Pictures Charts 	<ul style="list-style-type: none"> 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 	
7	1	Social,	Nilotes	By the end of the lesson,	<ul style="list-style-type: none"> Explaining the 	<ul style="list-style-type: none"> Student books 	<ul style="list-style-type: none"> Milestone 	

		economic and political organization of Kenyan societies in the 19 th century	- Economic organization of the Maasai	the learner should be able to (a) Explain the economic organization of the Maasai	economic organization of the Maasai <ul style="list-style-type: none"> • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Hand outs • Teachers guide • Pictures • Charts • Maps 	<p>in History and Government form 1 page 63-64</p> <ul style="list-style-type: none"> • Milestone Teachers guide 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 (a) Explain the political organization of the Maasai	<ul style="list-style-type: none"> • Explaining the political organization of the Maasai • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Charts • Maps • Handout 	<ul style="list-style-type: none"> • 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,	Cushites	By the end of the lesson,	<ul style="list-style-type: none"> • Discussing the 	<ul style="list-style-type: none"> • Photos 	<ul style="list-style-type: none"> • Milestone 	

		economic and political organization of Kenyan societies in the 19 th century	- Boranna The social and economic organization of borana	the learner should be able to (a) Explain the social and economic organization of the Borana (b) Explain the eleven gada of the Boranna Kinship system	organization of the Boranna • Explanations • Asking and answering questions	• Students book • Teachers guide • Charts • Hand-outs	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	
8	1	Social, economic and political organization of Kenyan societies in the 19 th century	The Political organization of the Boranna	By the end of the lesson, the learner should be able to (a) Explain the political organization of the Boranna	• Discussing the political organization of the Boranna • Explanations • Asking and answering questions • Demonstration using gestures	• Students book • Photographs • Teachers guide • Hand-outs	• Milestone in History and Government form 1 page 66 • Milestone Teachers guide 48 • Evolving world Bk 2 page 80-81 • K.L.B History and Governme	

							<p>nt Bk 1 page 62-63</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> (a) Explain the social and economic organization of the Somali 	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Pictures • Charts • Hand-outs 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> (a) Discuss the political 	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students books • Teachers guide • Pictures • Charts • Hand-out 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 	

				organization of the Somali			<ul style="list-style-type: none"> 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 	
9	1	Contacts between East Africa and the outside world up to the 19 th century	The early history of the East African Coast	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the early history of the East African Coast</p>	<ul style="list-style-type: none"> • Discussing the source of information of early African Coast • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Hand-outs 	<ul style="list-style-type: none"> • 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 	

							<p>Tips page 30-31</p> <ul style="list-style-type: none"> • High Flyer page 21 	
	2	<p>Contacts between East Africa and the outside world up to the 19th century</p>	<p>Sources of information on the early History of East Africa Coast</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the sources of information on the early history of the East African Coast</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Hand outs 	<ul style="list-style-type: none"> • 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 Government Bk 1 page 66 • High Flyer page 21 	
	3	<p>Contacts between East Africa and the outside world up to the 19th century</p>	<p>The early visitors to the East African Coast up to 1500</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Identify the origin of the early visitors to the East African Coast up to 1500</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Hand out 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 69-70 • Milestone Teachers guide 53-54 • Evolving 	

							world Bk 2 page 85 <ul style="list-style-type: none"> • K.L.B History and Governme nt Bk 1 page 67,85 	
10	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 (a) Identify the origin of early visitors to the East African coast up to 1500 i.e Romans	<ul style="list-style-type: none"> • Identifying • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Students book • Charts • Handouts • Realia • pictures 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 69- 70 • Milestone Teachers guide 53- 54 • Evolving world Bk 2 page 85 • K.L.B History and Governme nt Bk 1 page 67 	
	2	Contacts between East African Coast and outside world up to 19 th century	<ul style="list-style-type: none"> - Chinese - Persians 	By the end of the lesson, the learner should be able to (a) Identify the origin of the early visitors to the east African Coast i.e Chinese and	<ul style="list-style-type: none"> • Identifying • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Students book • Charts • Hand-outs • Pictures • Realia 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 70 • Milestone Teachers 	

				persians			guide 53-54 • Evolving world Bk 2 page 85-86 • K.L.B History and Government Bk 1 page 67	
	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 (a) Identify the origin of the early visitors to the East African coast i.e Arabs	<ul style="list-style-type: none"> Identifying Demonstrations Explanations Discussing Asking and answering questions 	<ul style="list-style-type: none"> Maps Charts Students book Teachers guide Hand outs 	<ul style="list-style-type: none"> 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 68 Gateway Revision page 23 	
11	1	Contacts between East	Trade between the East-coast of Africa and	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> Discussing Asking and 	<ul style="list-style-type: none"> Charts Students book 	<ul style="list-style-type: none"> Milestone in History 	

		African Coast and outside world up to 19 th century	outside world Organization of the trade Factors which facilitated trade	to (a) Explain the development of trade between the East African Coast and outside world (b) Explaining factors that facilitated the trade	answering questions <ul style="list-style-type: none"> • Explanations • Demonstrating • Identifying 	<ul style="list-style-type: none"> • Teachers guide • Hand-outs • Realia • Maps 	and Government form 1 page 70-71 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - Inter marriages - Kiswahili language - Swahili culture 	By the end of the lesson, the learner should be able to (a) Discuss the extract of trade between the East African Coast and the outside world	<ul style="list-style-type: none"> • Drawings • Identifying • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Teachers guide • Hand- outs • Students book • maps 	<ul style="list-style-type: none"> • 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 Governme 	

							<p>nt Bk 1 page 69</p> <ul style="list-style-type: none"> • Gateway Revision page 22 	
	3	<p>Contacts between East African Coast and outside world up to 19th century</p>	<p>The spread of Islam Factors that facilitated the spread of Islam</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain factors that led to the spread of Islam</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Identifying • Stating • Asking and answering questions 	<ul style="list-style-type: none"> • Student book • Hand-outs • Charts • Maps • Realia • Personal experience 	<ul style="list-style-type: none"> • 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 	
12	1	<p>Contacts between East African Coast and outside world up to 19th century</p>	<p>The characteristics of the Coastal city states Reasons for Decline</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the characteristics of the coastal city states</p> <p>(b) Explain reasons for decline of the coast of city states</p>	<ul style="list-style-type: none"> • explaining • Discussions • Illustrations • Asking and answering questions 	<ul style="list-style-type: none"> • Photos • Maps • Students book • Teachers guide • Resource persons • Discussions • Realia 	<ul style="list-style-type: none"> • 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	
	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 (a) Discuss the factors that contributed to the growth of the coastal city state	<ul style="list-style-type: none"> • Discussing • Explaining • Illustrations • Asking and answering questions • demonstrations 	<ul style="list-style-type: none"> • photos • maps • students book • teachers guide • documents • Resource person • Realia 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The growth of a 	By the end of the lesson,	<ul style="list-style-type: none"> • Discussions 	<ul style="list-style-type: none"> • Pictures 	<ul style="list-style-type: none"> • Milestone in History 	

		African Coast and outside world up to 19 th century	class of wealth merchants	the learner should be able to (a) Discuss the growth of wealth merchants	<ul style="list-style-type: none"> • Explanations • Demonstrating • Asking and answering questions 	<ul style="list-style-type: none"> • Teachers guide • Students book • Resource persons • Realia • Document 	<p>and Government form 1 page 73-74</p> <ul style="list-style-type: none"> • 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 	
13	1-3	Revision and Exams	Revision and Exams	By the end of the lesson, the learner should be able to (a) Revise the terms work and be able to answer the questions asked in the exams	<ul style="list-style-type: none"> • Revision of Exams 	<ul style="list-style-type: none"> • Exam papers • Pens • Others • Relevance stationery 	<ul style="list-style-type: none"> • Question papers • Revision books • Text books • Notes 	

END OF TERM TWO EXAMINATIONS

**SCHEMES OF WORK
HISTORY FORM ONE
TERM III**

1	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 (a) Identify the reasons for the coming of the Portuguese to the East African Coast	<ul style="list-style-type: none"> • Discussing • Explanations • Identifying • Asking and answering questions 	<ul style="list-style-type: none"> • Photos • Resource persons • Students book • Teachers guide • Charts • Maps • realia 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - 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 (a) Trace the Portuguese conquest of East Africa (b) Discuss factors that led to the	<ul style="list-style-type: none"> - Explaining - Discussions - Tracing - Identifying - Asking and answering questions 	<ul style="list-style-type: none"> • Pictures • Realia • Hand-outs • Students books • Documents • Resource persons 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 76-78 • Milestone Teachers 	

2	1	Contacts between East African and outside world up to 19 th Century	<ul style="list-style-type: none"> - Establishment and impact of Oman Rule - Factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that influenced Seyyid Said to transfer his capital from Oman to Zanzibar in 1840</p>	<ul style="list-style-type: none"> • Discussing • Explanations • Drawing maps • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Photos • Students book • Documents • Charts • Hand-outs • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 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	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain how Seyyid Said developed plant from Agriculture</p>	<ul style="list-style-type: none"> • Explaining • Discussing • Asking and answering questions 	<ul style="list-style-type: none"> • Photos • Students book • Teachers Gide • Map • Charts • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 83 • Milestone Teachers guide 55 • Evolving world Bk 2 page 91-93 	

							<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • International Trade • Organization and development • Consequences to long distance and international trade 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the organization and development of international trade</p> <p>(b) Explain the consequences of long distance and international trade</p>	<ul style="list-style-type: none"> • Explaining • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers Guide • Documents • Charts • Maps • Hand-outs • Resource person • Realia 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> The spread of Christianity Reasons for the coming of Christian missionary 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons for coming of Christian missionaries and missionary attributes in East African</p>	<ul style="list-style-type: none"> Discussions Explanations Asking and answering questions Demonstration 	<ul style="list-style-type: none"> Photos Maps Charts Students book Hand-outs Realia 	<ul style="list-style-type: none"> Milestone in History and Government form 1 page 88-90 Milestone Teachers guide 54 Evolving world Bk 2 page 105-107 K.L.B History and Government Bk 1 page 77-79 Gateway Revision page 29 	
	2	Contacts between East African and outside world up to 19 th Century	<ul style="list-style-type: none"> Factors that contributed to the spread of Christianity Challenges that the Christian missionaries Faced 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that contributed to the spread of Christianity and challenges that the Christian missionary faced</p>	<ul style="list-style-type: none"> Explaining Discussions Asking and answering questions 	<ul style="list-style-type: none"> Photos Maps Students book Teachers guide Hand-outs Realia Documents 	<ul style="list-style-type: none"> Milestone in History and Government form 1 page 90-91 Milestone Teachers guide 55 Evolving world Bk 2 page 108-109 	

							<ul style="list-style-type: none"> • 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	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of missionary activities in East Africa</p>	<ul style="list-style-type: none"> • Explaining • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Documents • Realia • Hand-outs • Newspaper cuttings • charts 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Meaning of citizenship • Kenyan citizenship 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the meaning of citizenship and</p>	<ul style="list-style-type: none"> • Explaining • Discussing • Asking and answering questions • Illustrations • drawing 	<ul style="list-style-type: none"> • students book • teachers guide • Documents • Newspaper cuttings • Hand-outs • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 93 	

				where Kenyan Citizenship entails		<ul style="list-style-type: none"> • Maps 	<ul style="list-style-type: none"> • 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	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the circumstances under which citizenship can be withdrawn</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Students book • Teachers Guide • Pictures • Newspaper cutting • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 page 93-94 • Milestone Teachers guide 61 • Evolving world Bk 2 page 113-114 • K.L.B History and Government Bk 1 page 84 	
	3	Citizenship	<p>Rights of a citizen</p> <p>Right to life</p> <p>Right to liberty</p>	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussing • Explanations • Asking and 	<ul style="list-style-type: none"> • Photos • Newspaper • Cuttings • Students book 	<ul style="list-style-type: none"> • Milestone in History and 	

				<ul style="list-style-type: none"> (a) Explain the rights of Kenyan Citizen (b) Right to Life (c) Right to Liberty 	answering questions	<ul style="list-style-type: none"> • Resource person • Hand-outs 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the rights of child and other rights of a citizen e.g <ul style="list-style-type: none"> • Protection of slavery and forced labour • Protection from torture 	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Illustrations • Demonstrating • Identifying 	<ul style="list-style-type: none"> • Documents • Resource persons • Charts • Realin • News paper cuttings • Pictures • Student book • Teachers Guide 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Responsibilities of Kenyan Citizen Personal and civic responsibility 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the civic and personal responsibilities of citizens</p>	<ul style="list-style-type: none"> Explanations Asking and answering questions discussions 	<ul style="list-style-type: none"> News cutting Documents Students book Teachers Guide Resource person Charts Picture Handouts Realia 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Civic Responsibilities Limitation to rights of citizens 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the civic responsibilities of a citizen</p>	<ul style="list-style-type: none"> Discussions Explanations Asking and answering questions Discussing 	<ul style="list-style-type: none"> Documents Hand-outs Resource persons Student book Realia Personal experience News papers cuttings 	<ul style="list-style-type: none"> Milestone in History and Government form 1 page 97-100 Milestone Teachers guide 61-62 Evolving world Bk 2 page 117-119 K.L.B History 	

							and Governme nt Bk 1 page 86- 88	
	3	Citizenship	Elements of good citizenship	By the end of the lesson, the learner should be able to (a) Explain the elements of good citizenship	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Documents • Teachers book • Students book • Hand-outs • Realia • Documents • News cuttings • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 100-102 • Milestone Teachers guide 62-63 • Evolving world Bk 2 page 118-119 • K.L.B History and Governme nt 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 (a) Explain the meaning and importance of national integration	<ul style="list-style-type: none"> • Documents • Discussions • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers Guide • Documents • Hand-outs • Realia • Newspaper cuttings • charts 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form 1 page 103-104 • Milestone Teachers guide 65-68 	

							<ul style="list-style-type: none"> • Evolving world Bk 2 page 120-121 • K.L.B History and Government Bk 1 page 89-90 	
	2	National Integration	<p>Factors promoting National unity</p> <ul style="list-style-type: none"> • The constitution • National mottos • National language • National political parties 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that promote national unity</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Document • Charts • Teachers guide • Newspaper cuttings • Hand-outs • Realia 	<ul style="list-style-type: none"> • 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	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students books • Teachers Guide • Realia • Documents • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form 1 	

				promote national unity		<ul style="list-style-type: none"> Charts 	<p>page 105-106</p> <ul style="list-style-type: none"> Milestone Teachers guide 65-68 Evolving world Bk 2 page 122 K.L.B History and Government Bk 1 page 90 	
9	1 to 2	National Integration	<ul style="list-style-type: none"> Equitable distribution of resources Social economic interaction Factors limiting national unity i.e tribalism, nepotism, racism 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that promote National unity</p> <p>(b) Explain factors that limit National unity</p>	<ul style="list-style-type: none"> Discussions Identifying Listening to a resource person Asking and answering questions 	<ul style="list-style-type: none"> Resource person Students book Teachers guide Realia Charts Pictures Newspaper cuttings Hand outs 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Factors limiting 	By the end of the lesson,	<ul style="list-style-type: none"> Identifying 	<ul style="list-style-type: none"> Teachers Guide 	<ul style="list-style-type: none"> Milestone 	

		Integration	<p>National Unity i.e</p> <ul style="list-style-type: none"> • Religious rivalry • Uneven economic development • Corruption • Divisible politics 	<p>the learner should be able to</p> <p>(a) Explain the factors that limit national unity</p>	<ul style="list-style-type: none"> • Discussing • Explanations • Listening • Asking and answering questions 	<ul style="list-style-type: none"> • Pictures • Student book • Teachers experience • Resource person • Hand outs • Realia 	<p>in History and Government form 1 page 106-107</p> <ul style="list-style-type: none"> • 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	<p>Conflict Resolution</p>	<p>By the end of the lesson the learner should be able to</p> <p>(a) Explain the meaning of conflict</p> <p>(b) Explain the causes of conflicts at individual level and national level</p> <p>(c) Explain methods of conflict resolution</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Listening • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Student book • Teachers guide • Pictures • Hand-outs • Realia • Resource person • Charts 	<ul style="list-style-type: none"> • 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 (a) Explain the process of conflict resolution/resolving	<ul style="list-style-type: none"> • Explaining • Discussions • Asking and answering questions • Revising questions • illustrating 	<ul style="list-style-type: none"> • photos • students book • teachers Guide • hand-outs • Realia • Resource person 	<ul style="list-style-type: none"> • 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	Revision and Exams	Revision of topics covered from term I to III	By the end of the lesson, the learner should be able to (a) Revise the terms work and answer the questions asked in the exam	<ul style="list-style-type: none"> • Revising of questions • Sitting for exams • Answering questions by writing 	<ul style="list-style-type: none"> • Exam papers • Pens • Other relevant stationery 	<ul style="list-style-type: none"> • Question papers • Revision book • Text books • notes 	

END OF TERM ONE EXAMINATIONS

**SCHEMES OF WORK
HISTORY FORM TWO**

TERM I

1	1	Trade	<p>Definition of trade</p> <p>Methods of trade</p> <p>Barter trade</p> <p>Currency trade</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) define the term trade</p> <p>(b) Identify the methods of trade</p>	<ul style="list-style-type: none"> • Defining terms • Identifying • Explaining • Asking and answering questions 	<ul style="list-style-type: none"> • Student's book • Resource person • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 1-3 • Milestone Teachers guide 65-68 • Evolving world Bk 2 page 126-129 • K.L.B History and Government Bk 1 page 93-97 	
	2 to 3	trade	<p>Types of trade</p> <p>Origin and development</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State types of trade</p> <p>(b) Explain the origin, development, organization and the impact of local trade</p> <p>(c) Explain the origin, development and trade goods during the trans-saharan trade</p>	<ul style="list-style-type: none"> • Discussions • Identifying • Describing • Asking and answering questions • illustrations 	<ul style="list-style-type: none"> • hand-outs • Realia • documents • Resource persons • Students book • Teachers guide • Charts • Pictures • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 3-6 • Milestone Teachers guide 32-34 • Evolving world Bk 2 page 4-7 • History and Government 	

							<ul style="list-style-type: none"> nt pages 32-33 Golden tips page 65 	
2	1	Trade	<p>Trans-Saharan Trade</p> <p>Organization of the Trade</p> <p>Trade Routes</p> <p>Problems faced by trades</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term Trans-Saharan Trade</p> <p>(b) Explain the organization trade routes of the trade</p> <p>(c) Explain the problems faced by the traders during the Trans-Saharan trade</p>	<ul style="list-style-type: none"> Discussions Identifying trade routes Asking and answering questions Defining terms 	<ul style="list-style-type: none"> Student book Teachers book or guide Resource person Charts Documents Realia News paper cuttings Gateway Revision 	<ul style="list-style-type: none"> Milestone in History and Government form II page 6-8 Milestone Teachers guide 32-38 Evolving world Bk 2 page 6-9 Gateway Secondary Revision History and Government pages 32-33 Golden tips page 65-66 	
	2	Trade	<p>Decline of the trans-Saharan</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the decline of the Trans-Saharan trade</p>	<ul style="list-style-type: none"> Discussing the decline of trans-saharan trade Explanations Asking and answering questions 	<ul style="list-style-type: none"> Gateway Revision Teachers Guide Charts Maps Students book Hand-outs 	<ul style="list-style-type: none"> Milestone in History and Government form II page 8-9 Milestone Teachers guide 32-38 	

							<ul style="list-style-type: none"> • Evolving world Bk 2 page 10 • Gateway Secondary Revision pg 34 • • • 	
	3	Trade	Impact of the trans-Saharan trade	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the impact of the trans-Saharan trade</p>	<ul style="list-style-type: none"> • Discussing • Making and taking notes • Asking and answering questions 	<ul style="list-style-type: none"> • Gateway Revision • Teachers guide • Charts • Maps • Students book • Hand outs 	<ul style="list-style-type: none"> • • Milestone in History and Government form II page 9-10 • Milestone Teachers guide 32-34 • Evolving world Bk 2 page 9-10 • Gateway Secondary Revision pg 34 • 	
3	1	Trade	<p>International Trade</p> <ul style="list-style-type: none"> • Trans-Atlantic trade • Origin and development 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State the origin of the Trans-Atlantic trade</p> <p>(b) Discuss the development of the trans-Atlantic trade</p> <p>(c) Define the term</p>	<ul style="list-style-type: none"> • Defining international trade • Discussing the origin and development of Trans- Atlantic trade • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Maps • Charts • Gateway revision • Hand-outs • Realia • Pictures • Documents • Resource person 	<ul style="list-style-type: none"> • • Milestone in History and Government form II page 10-12 • Milestone Teachers guide 32-34 	

				international trade			<ul style="list-style-type: none"> • Evolving world Bk 2 page 11-14 • Gateway Secondary Revision 34-35 • History and Government pages 11-14 • Golden tips page 67-68 	
	2	Trade	<ul style="list-style-type: none"> • Organization of the trans-Atlantic Trade • Methods used to obtain slaves 	<p>By the end of the lesson, the learner should be able to</p> <p>(A) Explain the organization of trans-Atlantic trade</p> <p>(B) Describe the methods used to obtain slaves</p>	<ul style="list-style-type: none"> • Explaining • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Pictures • Realia • Handouts • Resource person • Documents • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 12-13 • Milestone Teachers guide 32-34 • Evolving world Bk 2 page 11-14 • Gateway Secondary Revision 35 • History and Government pages 14-16 	

							<ul style="list-style-type: none"> • Golden tips page 68 	
	3	Trade	<ul style="list-style-type: none"> • Decline of Trans-Atlantic of trade • Impact of Trans-Atlantic trade 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the decline of Trans-Atlantic trade</p> <p>(b) Discuss the impact of the trans-Atlantic trade</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Pictures • Teachers • Charts • Maps • Resource person • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 13-16 • Milestone Teachers guide 32-34 • Evolving world Bk 2 page 16-19 • Gateway Secondary Revision 36-37 • • 	
4	1	Transport	<ul style="list-style-type: none"> • Definition of transport • Traditional forms of transport 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term “transport”</p> <p>(b) Identify traditional forms of transport</p> <p>(c) Explain land transport and human and animal transport</p>	<ul style="list-style-type: none"> • Explaining meaning of the terms transport • Discussions • Asking questions • Note taking 	<ul style="list-style-type: none"> • Students book • Pictures • Teachers • Charts • Maps • Resource person • Gateway revision 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 18-21 • Milestone Teachers guide 36-37 • Evolving world Bk 2 page 16-19 	

							<ul style="list-style-type: none"> • Gateway Secondary Revision 38 • History and Government pages 20-23 • Golden tips page 70 	
	2 to 3	Transport	<ul style="list-style-type: none"> • Wheel vehicles • Use of the wheels in Mesopotamia • China • Africa • Europe 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Describe the development of the wheel in Mesopotamia, china, Africa and Europe</p> <p>(b) Describe wheelless vehicle or a form of land transport</p>	<ul style="list-style-type: none"> • Discussing • Explanations • Describing • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Charts • Maps • Hand-outs • Realia • Gateway Revision 	<ul style="list-style-type: none"> • • Milestone in History and Government form II page 21-24 • Milestone Teachers guide 36-37 • Evolving world Bk 2 page 21-22 • Gateway Secondary Revision 38 • History and Government pages 14-16 • Golden tips page 73 	
							<ul style="list-style-type: none"> • 	

5	1	Transport	<p>Water Transport</p> <ul style="list-style-type: none"> • Boats • Dug-out boats • Rafts • Camoes • Sailing ships 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain water as a means of transport</p>	<ul style="list-style-type: none"> • Explaining • Drawing pictures • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Charts • Maps • Hand-outs • Realia 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form II page 35 • Milestone Teachers guide 36-37 • Evolving world Bk 2 page 21-22 • Gateway Secondary Revision 41 • 	
	2	Development of Transport and communication	<p>Development in modern means of Transport</p> <ul style="list-style-type: none"> • Road transport • Roman roads • Modern roads • Bicycle • Motor vehicle 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain road transport as a means of transport i.e explain how Mac. Adam roads were made</p> <p>(b) Trace the development of the bicycle and motor vehicle</p>	<ul style="list-style-type: none"> • Discussing how the Mac. Adam roads were made • Explaining the difference between the Adam and modern tarmac roads • Discussing the development in bicycle and explaining the development of the motor vehicle 	<ul style="list-style-type: none"> • Students book • Photos • Teachers guide • Photographs 	<ul style="list-style-type: none"> • • Milestone in History and Governme nt form II page 26-31 • Milestone Teachers guide 36-37 • Evolving world Bk 2 page 26-29 • Gateway Secondary Revision 39 • • 	

	3	Development of transport and communication	<ul style="list-style-type: none"> • Rail transport • Electric engine • Trans-Sahara railway • Great American Railway • The Canadian-pacific railway • The Ugandan railway 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the development of the railway from the invention of steam engine locomotive</p> <p>(b) Discuss the advantages of the great American Railway</p> <p>(c) Discuss the advantages of the Canadian pacific and Ugandan railway</p>	<ul style="list-style-type: none"> • Discussing the great railway • Illustrating their advantages and disadvantages • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Photos • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 31-35 • Milestone Teachers guide 36-38 • Evolving world Bk 2 page 21-22 • Gateway Secondary Revision 40 • Golden tips page 77 • High Flyer page 31 • 	
6	1	Development of air transport and communication	<ul style="list-style-type: none"> • Transport • Development of air transport, space exploration • Origin of space exploration 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss each attempted of inventing, the aero plane and explaining the impact of air transport today</p> <p>(b) Discuss space frame today</p>	<ul style="list-style-type: none"> • Discussing the impact of air travel • Discussing early attempts to invent aeroplane • Discussing impacts of air transport and space exploration 	<ul style="list-style-type: none"> • Photos • Students books • Gateway Revision • Photos • Students book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 38-40 • Milestone Teachers guide 38 • Evolving world Bk 2 page 21-22 • Gateway 	

							Secondary Revision 40 <ul style="list-style-type: none"> Golden tips page 80-87 High Flyer page 32 . 	
	2	Development of transport and communication	<ul style="list-style-type: none"> Air transport Development of air transport Space exploration Origin of space exploration 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) Explain how the steam power shout is passed to drive steam ships (b) Name three pioneers in the world of steamships and explain their contribution in this area 	<ul style="list-style-type: none"> Explain how steam power works Identifying three power in steamship explaining their contributions in the area Naming Note taking Asking and answering questions 	<ul style="list-style-type: none"> Photos Students book Gateway Revision Charts Pictures Hand-outs Realia Resource persons 	<ul style="list-style-type: none"> . Milestone in History and Government form II page 36-38 Milestone Teachers guide 36-38 Gateway Secondary Revision 42 Golden tips page 82 High Flyer page 32 . 	
	3	Development of transport and communication	<ul style="list-style-type: none"> Impact of modern means of transport Impact of road transport Impact of rail transport Impact of space exploration/trav 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) Discuss the achievements of space exploration (b) Discuss the impact of road, railway and water 	<ul style="list-style-type: none"> Revising and achievements of space exploration Explaining the impact of railway and water transport Discussing the impact of air transport and space 	<ul style="list-style-type: none"> Gateway Revision photos Students books Documents Teachers Guide Realia Hand-outs Resource person 	<ul style="list-style-type: none"> . Milestone in History and Government form II page 41-44 Milestone 	

			el	transport (c) Discuss the impact of air transport and space exploration travel	explorations • Asking and answering questions • Note taking		Teachers guide 38 • Gateway Secondary Revision 43-44 • Golden tips page 82-83 •	
7	1	Development of transport and communication	<ul style="list-style-type: none"> • Traditional forms of communication • Smoke signals • Drum beats • Messengers • Horn blowing • Written messages • Stone tables • Scrolls 	By the end of the lesson, the learner should be able to (a) Discuss the traditional forms of communication	<ul style="list-style-type: none"> • Discussing the traditional forms of communication • Asking and answering questions • Note taking • Explanations 	<ul style="list-style-type: none"> • Photos • Students books • Teachers guide • Documents • Charts • Gateway Revision • Realia • Resource person 	<ul style="list-style-type: none"> • • • Milestone in History and Government form II page 45-47 • Milestone Teachers guide 38 • Gateway Secondary Revision 45 • Golden tips page 83 • High Flyer page 33 • 	
	2	Development of transport and communication	<ul style="list-style-type: none"> • Development in modern forms of communication • Telegraph • E-mail • Fax (Facsimile) 	By the end of the lesson, the learner should be able to (a) Identify the modern means of communication (b) Explain the use of telephone, cell	<ul style="list-style-type: none"> • Discussing the modern forms of communication • Telecommunication • Telephones & cell phones • Television • Radio 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Gateway revision 	<ul style="list-style-type: none"> • • Milestone in History and Government form II page 43-50 • Milestone 	

				phones, television and radio			<ul style="list-style-type: none"> Teachers guide 39 • Evolving world Bk 2 page 57-61 • Gateway Secondary Revision 45-49 • Golden tips page 86-89 • High Flyer page 32 • 	
	3	Development of transport and communication	<ul style="list-style-type: none"> • Development in modern terms of communications • Telegraph • E-mail • Fax (Facsimile) 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the use of telegraph, E-mail and Fax (Facsimile)</p>	<ul style="list-style-type: none"> • Discussing the use of telegraph, E-mail and fax • Explanations • Drawing • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Gateway Revision • Charts • Realia • Handouts • Documents • Resource persons • Personal experience 	<ul style="list-style-type: none"> • • • Milestone in History and Government form II page 43-50 • Milestone Teachers guide 39 • Evolving world Bk 2 page 60 • Gateway Secondary Revision 47 • Golden tips page 87-88 • High Flyer page 34-35 	

8	1	Development of transport and communication	<ul style="list-style-type: none"> • Telex • Pager • Internet • Satellites rockets • Impacts of telecommunication services 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the use of the telex, pager, the internet and satellite of rockets</p> <p>(b) Discuss the impact of telecommunication services</p>	<ul style="list-style-type: none"> • Discussing the use of telex, pager, internet and the satellites of rockets • Discussing the impact of telecommunication resources • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Gateway revision • Chart • Pictures • Hand-outs • Realia • Personal experience 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 52-55 • Milestone Teachers guide 39 • Evolving world Bk 2 page 60 • Gateway Secondary Revision 47-48 • Golden tips page 88-89 • High Flyer page 35 • Evolving world page 61-64 	
	2	Development of transport and communication	<ul style="list-style-type: none"> • Development in modern means of communication • Print media • Newspapers • magazines 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) explain the role of the media in national development and discuss positive and negative impacts of the print medias</p>	<ul style="list-style-type: none"> • discussing the role of the print media in national development • explanations • illustrating • asking and answering questions • note taking 	<ul style="list-style-type: none"> • photos • Newspapers • Magazines • Students books • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 55-59 • Milestone Teachers guide 39 • Gateway 	

							Secondary Revision 49-50 <ul style="list-style-type: none"> • Golden tips page 89-90 • High Flyer page 34 • 	
	3	Development of communication	<ul style="list-style-type: none"> • Journals • Periodicals • Positive impact of print media • Negative impact of print media • Newspapers • Magazines 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) Explain the role of the print media national development and discuss the positive and negative impacts of print media 	<ul style="list-style-type: none"> • Discussing the use of print media • Explaining the effects of print media (both positive and negative effects) • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students books • Photos • Video films and documentations • Resource person • Teachers guide • Charts • Newspaper cuttings • Gateway revision 	<ul style="list-style-type: none"> • • • Milestone in History and Government form II page 59-60 • Milestone Teachers guide 39 • Evolving world Bk 2 page 60 • Gateway Secondary Revision 50 • Golden tips page 90 • High Flyer page 34 • Evolving world page 65-68 • 	
9	1	Development in industry	Definition of <ul style="list-style-type: none"> • Industry 	By the end of the lesson, the learner should be able <ul style="list-style-type: none"> • Defining the term industry 	<ul style="list-style-type: none"> • Students book • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History 		

			<ul style="list-style-type: none"> • Early sources of energy • Wood • Water • Wind 	<p>to</p> <p>(a) Define the term industry and identify the early sources of energy i.e wind, water and wood</p>	<ul style="list-style-type: none"> • Discussing the early sources of energy • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Charts • Gateway revision • Realia • Handouts • Resource persons 	<p>and Government form II page 62-63</p> <ul style="list-style-type: none"> • Milestone Teachers guide 41-42 • Evolving world Bk 2 page 69-70 • Gateway Secondary Revision 51 • Golden tips page 92 • High Flyer page 36 • Evolving world page 61-64 • 	
	2	Development industry	<p>Uses of metals in Africa</p> <ul style="list-style-type: none"> • Bronze • Gold • Copper 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the uses of bronze, gold and copper</p>	<ul style="list-style-type: none"> • Explaining the uses of bronze, gold and copper • Notes taking • Asking and answering questions • Discussing 	<ul style="list-style-type: none"> • Pictures • Student book • Teachers guide • Gateway revision • Charts • Maps • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 63 • Milestone Teachers guide 42 • Evolving world Bk 2 page 71-72 	

							<ul style="list-style-type: none"> • Gateway Secondary Revision 51 • Golden tips page 93 • High Flyer page 37 • Evolving world page 71-72 	
	3	Development of industry	<p>Iron</p> <ul style="list-style-type: none"> • Consequences of iron working 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the uses of iron and the consequences of iron working</p>	<ul style="list-style-type: none"> • Discussing the uses of iron • Explaining the consequences of iron working • Asking and answering questions 	<ul style="list-style-type: none"> • Photos • Students book • Teachers book • Revision • Hand-outs • Scrolls • Documents • Charts • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 64-65 • Milestone Teachers guide 42 • Evolving world Bk 2 page 73 • Gateway Secondary Revision 51-52 • Golden tips page 94 • High Flyer page 37 • Evolving world page 61-64 	

10	1	Development of industry	<p>Industrial Revolution in Europe</p> <ul style="list-style-type: none"> • Uses of various sources of energy - Coal - Petroleum 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the uses of various source of energy i.e coal and petroleum</p>	<ul style="list-style-type: none"> • Discussing the uses of iron • Explaining the consequences of iron working • Asking and answering questions 	<ul style="list-style-type: none"> • Photos • Students book • Teachers book • Revision • Hand-outs • Scrolls • Documents • Charts • maps 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 65-66 • Milestone Teachers guide 42 • Evolving world Bk 2 page 73 • Gateway Secondary Revision 52-53 • Golden tips page 94-96 • High Flyer page 38-39 • Evolving world page 74-80 	
	2-3	Development of Industry	<p>Industrial Revolution in Europe</p> <ul style="list-style-type: none"> • Steam and its uses • Electricity • Uses of iron & steel 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the uses of various sources of energy i.e steam & electricity</p> <p>(b) Explain the uses of iron and steel</p>	<ul style="list-style-type: none"> • Revising on the uses of various sources of energy i.e coal and petroleum • Explain uses of steam and electricity • Discussing the uses of iron and steel 	<ul style="list-style-type: none"> • Students book • Teachers guide • Gateway Revision • Realia • Handouts • Charts • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 67-69 • Milestone Teachers guide 42 	

							<ul style="list-style-type: none"> • Evolving world Bk 2 page 73 • Gateway Secondary Revision 53 • Golden tips page 95-96 • High Flyer page 38-39 • Evolving world page 77-80 	
11	1	Development of industry	<p>Industrialization in Britain</p> <ul style="list-style-type: none"> • Characteristics of industrial revolution • The textile industry in Britain 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Explain the characteristics of the industrial revolution • Describe the textile industry in Britain 	<ul style="list-style-type: none"> • Explaining the characteristics of industrial Revolution • Describe the textile industry in Britain 	<ul style="list-style-type: none"> • Students book • Teachers guide • Gateway Revision • Realia • Handouts • Charts • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 69-71 • Milestone Teachers guide 42 • Evolving world Bk 2 page 73 • Gateway Secondary Revision 54 • Golden tips page 96-97 • High Flyer page 39- 	

							40	
							<ul style="list-style-type: none"> • Evolving world page 80-81 	
	2	Development of Industry	<p>Industrialization in Continental Europe</p> <ul style="list-style-type: none"> • Reasons why continental Europe countries lagged behind in industrial take off 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why continental European countries lagged in industrial take off</p>	<ul style="list-style-type: none"> • Explaining why continental Europe lagged behind in industrial take off 	<ul style="list-style-type: none"> • Students book • Teachers guide • Charts • Maps • Realia • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 72-73 • Milestone Teachers guide 42 • Evolving world Bk 2 page 73 • Gateway Secondary Revision 55-56 • Golden tips page 97 • High Flyer page 40 • Evolving world page 80-81 	
	3	Development of Industry	<p>Factors contributing to Britain's Industrialization</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain factors contributing to Britain Industrialization</p>	<ul style="list-style-type: none"> • Explaining the factors that contributed to industrial revolution in Britain 	<ul style="list-style-type: none"> • Students book • Teachers guide • Gateway revision • Resource persons • Charts • Map • Hand outs 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 71-72 • Milestone 	

							<ul style="list-style-type: none"> Teachers guide 42 • Evolving world Bk 2 page 80 • Gateway Secondary Revision 54 • Golden tips page 96 • High Flyer page 39 • Evolving world page 80-81 	
12	1	Development of industry	<p>Effects of industrial Revolution in Europe</p> <ul style="list-style-type: none"> • Political effects • Economic effects 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effect of industrial revolution</p>	<ul style="list-style-type: none"> • Discussing the effects of industrial Revolution i.e Political and economic effects 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Gateway Revision • Realia • Handouts • Videos • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 73-74 • Milestone Teachers guide 42 • Evolving world Bk 2 page 73 • Gateway Secondary Revision 55-56 • Golden tips page 97 • High Flyer page 40 	

							<ul style="list-style-type: none"> • Evolving world page 82 	
	2	Development of industry	Social effects of industrial revolution in Europe	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the social effects of industrial revolution in Europe</p>	<ul style="list-style-type: none"> • Explaining the social effects of industrial revolution in Europe • Making and taking notes 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Hand-out • Charts • Maps • Realia 	<ul style="list-style-type: none"> • Evolving world page 82 • Milestone in History and Government form II page 74-76 • Milestone Teachers guide 42 • Evolving world Bk 2 page 73 • Gateway Secondary Revision 56 • Golden tips page 97 • High Flyer page 40 • Evolving world page 83 	
	3	Development of industry	<p>Scientific Revolution</p> <ul style="list-style-type: none"> • Scientific inventions • Medicine 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the scientific inventions made in medicine</p>	<ul style="list-style-type: none"> • Explaining the scientific inventions made in medicine • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photos • Students book • Teachers guide • Charts • Resource person • Realia • Handouts • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 76-79 • Milestone Teachers guide 43 • Evolving 	

							<ul style="list-style-type: none"> world Bk 2 page 73 Gateway Secondary Revision 56 Golden tips page 97 High Flyer page 41 	
13	1-3	Revision of the topics covered	Revision of the work covered	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Revise the work covered</p>	<ul style="list-style-type: none"> Asking questions Answering questions Writing 	<ul style="list-style-type: none"> Marking scheme Pens Exam papers 	<ul style="list-style-type: none"> Teachers Guide page 43 Text books Marking schemes Notes Revision books 	

END OF TERM ONE EXAMINATIONS

**SCHEMES OF WORK
HISTORY FORM TWO
TERM II**

1	1	Development of Industry	<ul style="list-style-type: none"> Scientific inventions Physics 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the inventions made in Physics</p> <p>(b) State and explain two inventors and their inventions in the field of physics</p>	<ul style="list-style-type: none"> Discussing the inventions made in physics Asking and answering questions Stating various inventors and their invention explanations 	<ul style="list-style-type: none"> pictures students book teachers guide charts maps Realia Resource Person 	<ul style="list-style-type: none"> Milestone in History and Government form II page 79-80 Milestone Teachers guide 43 Evolving world Bk 2 page 84-85 	
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							<ul style="list-style-type: none"> • Gateway Secondary Revision 57-58 • Golden tips page 98 • High Flyer page 41 	
	2	Development of Industry	Chemistry Biology	<p>By the end of the lesson, the learner should be able to</p> <p>(a) State the inventors and their inventions in chemistry and Biology</p> <p>(b) Discuss the inventions made in chemistry and Biology</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Illustrations • Drawings • Asking and answering questions 	<ul style="list-style-type: none"> • Charts • Maps • Pictures • Realia • Resource person • Photos • Hand-outs • Documents • Students book • Teachers Guide 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 80-81 • Milestone Teachers guide 43 • Gateway Secondary Revision 58-59 • Golden tips page 97 • Evolving world History and Government page 85 	
	3	Development of Industry	<ul style="list-style-type: none"> • Impact of scientific inventions • Agriculture • Industry 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the impact of</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking questions for clarifications 	<ul style="list-style-type: none"> • Teachers Guide • Students book • Documents • Pictures • Hand-outs 	<ul style="list-style-type: none"> • Milestone in History and Government form II 	

				scientific inventions in Agriculture and industry	<ul style="list-style-type: none"> • Answering questions • Demonstrations 	<ul style="list-style-type: none"> • Resource person • Charts • Realia 	<p>page 81-84</p> <ul style="list-style-type: none"> • Milestone Teachers guide 43 • Gateway Secondary Revision 59-60 • Golden tips page 97 • High Flyer page 40 • Evolving world page 90-91 	
2	1	Development of Industry	<ul style="list-style-type: none"> • Impact on scientific inventions on medicine • Factors undermining scientific revolution countries 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the impact of scientific inventions in medicine</p> <p>(b) Explain factors undermining the scientific revolution in developing countries</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Making and taking notes • Demonstrating • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Charts • Resource persons • Realia • Pictures • Discussions • Teachers notes 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 85-86 • Milestone Teachers guide 43 • Gateway Secondary Revision 60 • Golden tips page 100 • High Flyer page 42 • Evolving world 	

							page 92	
	2	Developing of industry	<ul style="list-style-type: none"> Emerging of the worlds industrial world powers United states of America (USA) 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the factors that let or contributed to industrialization in the U.S.A</p>	<ul style="list-style-type: none"> Discussions Explanations Making and taking notes Drawing maps Asking and answering questions 	<ul style="list-style-type: none"> Photos Students book Teachers guide Gateway revision Hand-outs Realia Resource person 	<ul style="list-style-type: none"> Milestone in History and Governme nt form II page 87-89 Milestone Teachers guide 43 Gateway Secondary Revision 61 Golden tips page 100-101 High Flyer page 42 Evolving world page 93-94 	
	3	Development of Industry	<ul style="list-style-type: none"> Germany Factors that facilitated industrialization in Germany 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discus the factors that led to industrialization in Germany</p> <p>(b) Discuss factors that enabled Germany to recover after the two wars</p>	<ul style="list-style-type: none"> Discussing Explanations Asking and answering questions Drawing maps 	<ul style="list-style-type: none"> Pictures Student book Teachers guide Gateway Revision Charts Maps 	<ul style="list-style-type: none"> Milestone in History and Governme nt form II page 89-91 Milestone Teachers guide 43 Gateway Secondary Revision 61 	

							<ul style="list-style-type: none"> • Golden tips page 101 • Evolving world History and Government page 92 	
3	1	Development of Industry	<ul style="list-style-type: none"> • Japan • Factors that contributed to industrialization in Japan 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that contributed to industrialization in Japan</p>	<ul style="list-style-type: none"> • Explaining the factors that contributed to industrialization in Japan 	<ul style="list-style-type: none"> • Charts • Photos • Students book • Teachers guide • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 91-93 • Milestone Teachers guide 43 • Gateway Secondary Revision 62 • Golden tips page 101-102 • High Flyer page 43 • Evolving world History and Government page 99-100 	
	2	Development in industry	<ul style="list-style-type: none"> • Industrialization in the third world countries 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term</p>	<ul style="list-style-type: none"> • Defining term third world countries • Explaining the 	<ul style="list-style-type: none"> • Charts • Photos • Students book 	<ul style="list-style-type: none"> • Milestone in History and 	

			<ul style="list-style-type: none"> South Africa Factors that facilitated the growth of industry in South Africa 	<p>third world and explain the factors that facilitated the growth of industry in south Africa</p>	<p>factors that led to growth of industry in South Africa</p>	<ul style="list-style-type: none"> Teachers guide Gateway Revision 	<p>Government form II page 93-95</p> <ul style="list-style-type: none"> Milestone Teachers guide 43 Gateway Secondary Revision 62 Golden tips page 101-102 High Flyer page 43 Evolving world History and Government page 99-100 	
	3	Development in industry	<p>Brazil</p> <ul style="list-style-type: none"> Factors that have promoted industrial growth in Brazil 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the factors that led to industrial growth in Brazil</p>	<ul style="list-style-type: none"> Explaining the factors that led to industrial growth in Brazil 	<ul style="list-style-type: none"> Students book Teachers guide Gateway Revision Resource persons Realia Hand-outs Charts Maps 	<ul style="list-style-type: none"> Milestone in History and Government form II page 97-98 Milestone Teachers guide 43 Gateway Secondary Revision 63 Golden tips page 	

							<p>102</p> <ul style="list-style-type: none"> • High Flyer page 44 • Evolving world History and Government page 100-102 	
4	1	Development of industry	<p>India</p> <ul style="list-style-type: none"> • Factors that contributed growth in India 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that have contributed to industrial growth in India</p>	<ul style="list-style-type: none"> • Discussing the factors leading to industrial growth in India • Note taking • Questions and answers 	<ul style="list-style-type: none"> • Charts • Students book • Teachers guide • Realia • Documents • Newspaper cuttings • Hand-outs • Scrolls 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 98-99 • Milestone Teachers guide 43 • Gateway Secondary Revision 63 • Golden tips page 103 • High Flyer page 44 • Evolving world History and Government page 104-106 	
	2	Urbanization	Meaning of urbanization	By the end of the lesson,	<ul style="list-style-type: none"> • Defining 	<ul style="list-style-type: none"> • Maps 	<ul style="list-style-type: none"> • Milestone 	

			<ul style="list-style-type: none"> • Early urbanization in Africa • Factors that facilitated early urbanization in Africa and Europe 	<p>the learner should be able to</p> <ol style="list-style-type: none"> (a) Define the term urbanization (b) Describe the factors that facilitated urbanization in Africa and Europe 	<p>urbanization</p> <ul style="list-style-type: none"> • Discussing the factors that facilitated early urbanization in Africa and Europe 	<ul style="list-style-type: none"> • Newspapers cuttings • Photos • Graphs • Students book • Teachers guide 	<p>in History and Government form II page 101</p> <ul style="list-style-type: none"> • Milestone Teachers guide 45-47 • Gateway Secondary Revision 64 • Golden tips page 105 • High Flyer page 46 • Evolving world History and Government page 108-109 	
	3	Urbanization	<p>Early urbanization in Cairo</p> <ul style="list-style-type: none"> • Factors that facilitated urbanization in Cairo 	<p>By the end of the lesson, the learner should be able to</p> <ol style="list-style-type: none"> (a) Explain the factors that facilitated urbanization 	<ul style="list-style-type: none"> • Discussing factors that facilitated urbanization in Cairo 	<ul style="list-style-type: none"> • Maps • Students book • Teachers guide • Charts • Maps • Text books 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 101 • Milestone Teachers guide 45-47 • Gateway Secondary Revision 64 	

							<ul style="list-style-type: none"> • Golden tips page 105 • High Flyer page 46 • Evolving world History and Government page 108-109 	
5	1	urbanization	Early urbanization consequences of urbanization	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the consequences of urbanization in Cairo</p>	<ul style="list-style-type: none"> • Discussing the consequences of urbanization in Cairo • Drawing maps 	<ul style="list-style-type: none"> • Student books • Teachers guide • Maps • Charts • Realia • Newspapers cuttings • Hand-outs • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 101-103 • Milestone Teachers guide 47 • Gateway Secondary Revision 65 • Golden tips page 105 • High Flyer page 46 • Evolving world History and Government page 109-110 	

2	Urbanization	<ul style="list-style-type: none"> • Early urbanization • Merowe/Meroe • Kilwa 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the early urbanization in Merowe or Meroe and Kilwa</p>	<ul style="list-style-type: none"> • Discussing the early urbanization in Meroe and Kilwa • Drawing maps 	<ul style="list-style-type: none"> • Photos • Students books • Teachers guide • Charts • Handouts • Newspapers cuttings • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 104 • Milestone Teachers guide 47 • Gateway Secondary Revision 65 • Golden tips page 105 • High Flyer page 47 • Evolving world History and Government page 107-108 	
3	Urbanization	<p>Early urbanization in Europe</p> <ul style="list-style-type: none"> • Factors that contributed to early urbanization in Europe and London 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that contributed to early urbanization in London</p>	<ul style="list-style-type: none"> • Explaining the factors that contributed to early urbanization in London 	<ul style="list-style-type: none"> • Maps • Student book • Teachers guide • Gateway Revision • Hand-outs • Realia • Charts • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 105-106 • Milestone Teachers guide 47 • Gateway Secondary Revision 65 	

							<ul style="list-style-type: none"> • Golden tips page 108 • High Flyer page 48 • Evolving world History and Government page 113-116 	
6	1	Urbanization	<p>Early urbanization in Athens</p> <ul style="list-style-type: none"> • Consequences of early urbanization 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the early urbanization in Athens and consequences of early urbanization</p>	<ul style="list-style-type: none"> • Discussing early urbanization in Athens • Explaining the consequences of early urbanization 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Charts • Maps • Resource person • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 106-109 • Milestone Teachers guide 47 • Gateway Secondary Revision 65-66 • Golden tips page 109-110 • Evolving world History and Government page 113-114 	
	2-3	urbanization	<p>Emergences of modern urban, countries in Africa</p> <ul style="list-style-type: none"> • Nairobi 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussing the factors that facilitated 	<ul style="list-style-type: none"> • Photos • Students book • Atlas 	<ul style="list-style-type: none"> • Milestone in History 	

				<p>(a) Explain the factors that contributed to development and growth of Nairobi</p>	<p>urbanization in Nairobi</p> <ul style="list-style-type: none"> • Listening to a resource person 	<ul style="list-style-type: none"> • Teachers guide • Resource person • Charts • Maps • Handouts • Realia 	<p>and Government form II page 109-111</p> <ul style="list-style-type: none"> • Milestone Teachers guide 47 • Gateway Secondary Revision 66 • Golden tips page 110 • High Flyer page 49-50 • Evolving world History and Government page 116-117 	
7	1	Urbanization	Consequences of urbanization in Nairobi	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain consequences of urbanization in Nairobi</p>	<ul style="list-style-type: none"> • Discussing the effects of urbanization in Nairobi 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Maps • Realia • Maps • Charts • Hand-outs 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 111-112 • Milestone Teachers 	

							guide 47 <ul style="list-style-type: none"> • Gateway Secondary Revision 66-67 • Golden tips page 111 • High Flyer page 50 • Evolving world History and Government page 117-118 	
	2	Urbanization	Johannesburg <ul style="list-style-type: none"> • Consequences of modern urbanization in Africa - Johannesburg 	By the end of the lesson, the learner should be able to <ol style="list-style-type: none"> (a) Explain the consequences of urbanization in Africa (b) Explain factors influencing growth of Johannesburg (c) State the functions of Johannesburg (d) State the problems facing Johannesburg or an urban centre and state solution to the problems 	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Pictures • Realia • Hand-outs • Maps • Pictures • Teachers guide • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 112-114 • Milestone Teachers guide 47 • Gateway Secondary Revision 67 • Golden tips page 	

							<p>111</p> <ul style="list-style-type: none"> • High Flyer page 50 • Evolving world History and Government page 118-120 	
	3	urbanization	Impact of Agrarian and industrial development and urbanization	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the consequences of Agrarian and industrial development and urbanization</p>	<ul style="list-style-type: none"> • Discussions • Explanation • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Hand-outs • Maps • Realia • Students book • Teachers guide • Resource person • Charts • pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 114-115 • Milestone Teachers guide 47 • Gateway Secondary Revision 67-68 • Golden tips page 112 • Evolving world History and Government page 	

							120-121	
8	1	Social, Economic and political organization of African Societies in the 19 th Century	<ul style="list-style-type: none"> • Buganda kingdom • Origin of Buganda Kingdom 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin of Buganda Kingdom</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Pictures • Maps • Realia • Resource persons • Charts • Hand-outs 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 116-117 • Milestone Teachers guide 49 • Gateway Secondary Revision 69 • Golden tips page 111 • Evolving world History and Government page 122 	
	2	Social, Economic and political organization of African Societies to the 19 th Century	<ul style="list-style-type: none"> • Factors that contributed to the rise and expansion of Buganda 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that contributed to the risk and expansion of Buganda</p>	<ul style="list-style-type: none"> • Discussing • Explanation • Drawing maps • Note taking • Asking and answering 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Gateway revision • Realia • Hand-outs • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 117 • Milestone Teachers 	

				Kingdom			<p>guide 49-51</p> <ul style="list-style-type: none"> • Gateway Secondary Revision 69 • Golden tips page 113 • High Flyer page 52 • Evolving world History and Government page 123-124 	
	3	Social, Economic and political organization of African Societies to the 19 th Century	<ul style="list-style-type: none"> • The social organization of Buganda Kingdom 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the social organization of the Buganda Kingdom</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Note taking • Answering questions • Asking questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Gateway Revision • Pictures • Hand-outs • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 117-118 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 69 • Golden 	

							<ul style="list-style-type: none"> tips page 113 • High Flyer page 52 • Evolving world History and Government page 126 	
9	1 to 2	Social Economic and political organization of African Societies to the 19 th Century	<ul style="list-style-type: none"> • Economic organization of the Buganda Kingdom • Political organization of the Buganda kingdom 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the economic organization of the Buganda Kingdom</p> <p>(b) Explain the political-organization of the Buganda Kingdom</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Drawing maps • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers Guide • Hand-outs • Maps • Charts • Gateway Revision • News paper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 118-119 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 70 • Golden tips page 113 • High Flyer page 53 • Evolving world History 	

							and Governme nt page 125-127	
	3	Social Economic and political organization of African societies in the 19 th Century	<ul style="list-style-type: none"> • The shona • The origin and development of the Shona 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors leading to the origin and development of the Shona</p>	<ul style="list-style-type: none"> • Explaining the origin of the Shona • Explaining the development of the Shona 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Scrolls • Realia • Documents • Hand-outs • Video 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form II page 119-120 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 70 • Golden tips page 114 • High Flyer page 53 • Evolving world History and Governme nt page 127 	
10	1	Social, Economic	Factors leading to the rise and expansion of the	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Discussing the rise and expansion of 	<ul style="list-style-type: none"> • Students book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History 	

		and political organization of African Societies in the 19 th Century	Shona tribe	to (a) Explain the factors that led to the rise and expansion of the Shona tribe	the Shona tribe/States	<ul style="list-style-type: none"> • Charts • Realia • Hand-outs • Videos 	<p>and Government form II page 121</p> <ul style="list-style-type: none"> • Milestone Teachers guide 49-51 • Gateway Secondary Revision 70 • Golden tips page 114-115 • High Flyer page 52-53 • Evolving world History and Government page 128 	
	2	Social economic, and political organization of African societies in the 19 th century	Social organization of the Shona	By the end of the lesson, the learner should be able to (a) Explain the social organization of the Shona	<ul style="list-style-type: none"> • Discussing the social organization of the Shona 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Resource persons • Realia • Hand-outs • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 121 • Milestone Teachers guide 49- 	

							<ul style="list-style-type: none"> 51 • Gateway Secondary Revision 70-71 • Golden tips page 114-115 • High Flyer page 52-53 	
	3	Social Economic and political organization of African societies in the 19 th Century	Economic organization of Shona	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the economic organization of the Shona</p>	<ul style="list-style-type: none"> • Discussing the economic organization of the Shona • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Charts • Pictures • Hand-outs • Realia • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 121-122 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 77 • Golden tips page 115 • High Flyer page 53 • Evolving world 	

							History and Government page 129	
11	1	Social Economic and political organization of African Societies in the 19 th century	Political organization of the Shona	By the end of the lesson, the learner should be able to (a) Discuss the political organization of the Shona	<ul style="list-style-type: none"> • Discussing the political organization of the shona • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Student book • Teachers guide • Maps • Photos • Charts • Pictures • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 122-123 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 71 • Golden tips page 114 • High Flyer page 52 • Evolving world History and Government page 128 	
	2	Social	The origin of Asante	By the end of the lesson,	<ul style="list-style-type: none"> • Explaining the origin 	<ul style="list-style-type: none"> • Photos 	<ul style="list-style-type: none"> • Milestone 	

		Economic and political organization of African Societies in the 19 th century	<ul style="list-style-type: none"> Factors that led to rise and expansion of Asante/Ashanti 	<p>the learner should be able to</p> <ol style="list-style-type: none"> Explain the origin of Asante Explain the rise and expansion of the Asante/Ashanti 	<p>of the Asante</p> <ul style="list-style-type: none"> Discussing the factors that led to rise and expansion of the Asante/Ashanti 	<ul style="list-style-type: none"> Maps Students book Charts Pictures Hand-outs Realia 	<p>in History and Government form II page 122-123</p> <ul style="list-style-type: none"> Milestone Teachers guide 49-51 Gateway Secondary Revision 71 Golden tips page 115 High Flyer page 53 Evolving world History and Government page 128 	
	3	Social Economic and political organization of African Societies in the 19 th century	Social organization of the Asante	<p>By the end of the lesson, the learner should be able to</p> <ol style="list-style-type: none"> Explain the social organization of the Asante 	<ul style="list-style-type: none"> Discussing the social organization of the Asante Asking and answering questions Note taking and making of notes 	<ul style="list-style-type: none"> Teachers guide Photos Students guide Maps Pictures Hand-outs Realia 	<ul style="list-style-type: none"> Milestone in History and Government form II page 123 Milestone Teachers 	

							<p>guide 49-51</p> <ul style="list-style-type: none"> • Gateway Secondary Revision 71-72 • Golden tips page 116 • High Flyer page 53 • Evolving world History and Government page 133 	
12	1	Social Economic and political organization of African Societies in the 19 th century	Economic organization of Asante	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the economic organization of the Asante</p>	<ul style="list-style-type: none"> • Discussing the economic organization of the Asante • Drawing maps 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Hand-outs • Pictures • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 124 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 72 • Golden tips page 	

							<p>116</p> <ul style="list-style-type: none"> • High Flyer page 53 • Evolving world History and Government page 133 	
	2	Social Economic and political organization of African Societies in the 19 th century	The political organization of the Asante Empire	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the political organization of the Asante</p>	<ul style="list-style-type: none"> • Discussing the political organization of the Asante • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Pictures • Charts • Realia • Pictures • Hand-outs 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 124 • Milestone Teachers guide 49-51 • Gateway Secondary Revision 72 • Golden tips page 116 • High Flyer page 53 • Evolving world History and Government page 	

							137	
	3	Social Economic and political organization of African Societies in the 19 th century	Social economic and political organization of the Asante (Revision)	By the end of the lesson, the learner should be able to (a) Explain the political, social and economic organization of the Asante	<ul style="list-style-type: none"> Revising on the political, social and economic organization of the Asante Drawing maps Note taking Asking and answering questions 	<ul style="list-style-type: none"> Students book Teachers guide Gateway revision Maps Charts Pictures Maps Realia Hand-outs Revision papers 	<ul style="list-style-type: none"> Milestone in History and Government form II page 122-125 Milestone Teachers guide 49-51 Gateway Secondary Revision 72 Golden tips page 115-116 High Flyer page 53 Revision books of papers Marking schemes 	
13 14		Revision and Examinations	Revision and Examinations	The learner should be able to <ul style="list-style-type: none"> Revise the terms work and answer questions asked in the exam papers 	<ul style="list-style-type: none"> Revising questions Sitting for exams Answer questions by writing 	<ul style="list-style-type: none"> Exam papers Pens Other relevant stationery 	<ul style="list-style-type: none"> Question papers Revision books Text books Notes 	
END OF TERM TWO EXAMINATIONS								

**SCHEMES OF WORK
HISTORY FORM TWO
TERM III**

1	1	Constitution and constitution making	<p>Definition of the term constitution</p> <ul style="list-style-type: none"> • Functions of the constitution 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term constitution and outline dysfunction</p>	<ul style="list-style-type: none"> • Defining the term constitution • Discuss the function of the constitution 	<ul style="list-style-type: none"> • Student book • Teachers guide • Gateway Revision • Documents • Charts • Resource person • Constitution of Kenya 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 126 • Milestone Teachers guide 53-54 • Gateway Secondary Revision • Golden tips page 117 • High Flyer page 54 • Evolving world History and Government page 135 	
	2	Constitution & constitution making	Types of constitution	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the types of constitution</p>	<ul style="list-style-type: none"> • Discussing the types of constitution • Listening to resource person 	<ul style="list-style-type: none"> • Student book • Teachers guide • Documents • Resource person • Charts • Maps • Picture • Constitution 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 126-127 • Milestone Teachers 	

							<ul style="list-style-type: none"> guide 53-54 • Gateway Secondary Revision • Golden tips page 117 • High Flyer page 54 • Evolving world History and Government page 136-137 	
	3	Constitution and constitution making	<p>Written constitution</p> <p>Unwritten constitution</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the types of constitution (b) Explain the advantages and disadvantages of written and unwritten constitution 	<ul style="list-style-type: none"> • Discussing the advantages and disadvantages of written and unwritten constitution 	<ul style="list-style-type: none"> • Students book • Teachers guide • Gateway Revision • Documents • Charts • Pictures • Maps • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 127 • Milestone Teachers guide 53-54 • Gateway Secondary Revision • Golden tips page 117-118 • High Flyer page 54 • Evolving world History and 	

2	Constitution and constitution making	<p>The (11) Chapters of the Kenya constitution</p> <p>The republic of Kenya</p> <p>The executive</p> <p>The Parliament</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the (11) eleven chapters of the Kenya Constitution</p>	<ul style="list-style-type: none"> • Discussing the chapters of the Kenyan constitution 	<ul style="list-style-type: none"> • Student book • Teachers guide • Charts • Gateway Revision • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 131 • Milestone Teachers guide 53-54 • Gateway Secondary Revision • Golden tips page 118-119 • High Flyer page 55 • Evolving world History and Government page 149-150 	
3	Constitution and constitution	<p>The Kenyan constitution</p> <ul style="list-style-type: none"> • Principles of the Kenyan 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussing the chapters of the Kenyan Constitution 	<ul style="list-style-type: none"> • Student book • Teachers guide • Charts • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and 	

		making	constitution	(a) Explain the principles of Kenyan Constitution		<ul style="list-style-type: none"> Documents 	<p>Government form II page 131</p> <ul style="list-style-type: none"> Milestone Teachers guide 53-54 Gateway Secondary Revision Golden tips page 119 High Flyer page 56 Evolving world History and Government page 141 	
3	1	Constitution and constitution making	<p>The (11) chapters of the Kenyan constitution</p> <ul style="list-style-type: none"> The judiciary Citizenship Protection from fundamental human rights and freedom Bill of rights 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the eleven chapters of the constitution</p>	<ul style="list-style-type: none"> Discussing the chapters of the Kenyan constitution 	<ul style="list-style-type: none"> Students book Teachers guide Charts Gateway Revision Documents 	<ul style="list-style-type: none"> Milestone in History and Government form II page 132 Milestone 	

							<ul style="list-style-type: none"> Teachers guide 53-54 Gateway Secondary Revision Golden tips page 120 High Flyer page 56 Evolving world History and Governm ent page 140 	
	2	Constitution and constitution making	<ul style="list-style-type: none"> Finance The Public Service 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the (11) chapters of the Kenyan constitution</p>	<ul style="list-style-type: none"> Discussing the chapters of the Kenyan constitution 	<ul style="list-style-type: none"> Students book Teachers guide Gateway Revision Documents 	<ul style="list-style-type: none"> Mileston e in History and Governm ent form II page 132 Mileston e Teachers guide 53-54 Gateway 	

							Secondary Revision <ul style="list-style-type: none"> • Golden tips page 119-120 • High Flyer page 54-56 • Evolving world History and Government page 146 	
	3	Constitution and constitution making		By the end of the lesson, the learner should be able to (a) Explain the process of constitution making	<ul style="list-style-type: none"> • Discussing the process of constitution making 	<ul style="list-style-type: none"> • Students book • Teachers Guide • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 135 • Milestone Teachers guide 53-54 • Gateway Secondary Revision • Golden tips page 	

							<p>120</p> <ul style="list-style-type: none"> • High Flyer page 54-56 • Evolving world History and Governm ent page 141 	
4	1	Constitution and constitution making	<p>Constitution making</p> <ul style="list-style-type: none"> • Process of constitution making in Kenya • Civic education • Debating the recommendations 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explaining the process of constitution making</p>	<ul style="list-style-type: none"> • Discussing the process of constitution making 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Governm ent form II page 132-133 • Milestone Teachers guide 53-54 • Gateway Secondary Revision • Golden tips page 119 • High Flyer page 55 	

	2 To 3	Constitution and constitution making	<ul style="list-style-type: none"> • National constitution conference • The Referendum • Enactment by National assembly 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the process of constitution making</p>	<ul style="list-style-type: none"> • Discussing the process of constitution making • Explanation • Note making • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Revision papers • Newspaper cuttings • Documents • Realia • Resource person • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 135 • Milestone Teachers guide 53-54 • Gateway Secondary Revision • Golden tips page 119 • High Flyer page 55 • Evolving world History and Government page 141-150 	
5	1 - 3	Constitution and	Constitution amendments since independence	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Discussions • Explanations 	<ul style="list-style-type: none"> • Students book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in 	

		constitution making		to (a) Explain the main amendments to the Kenyan (b) Constitution since independence	<ul style="list-style-type: none"> • Illustrations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Resource person • Gateway Revision • Realia • Handouts • Documents • Newspaper cuttings 	<p>History and Government form II page 135-139</p> <ul style="list-style-type: none"> • Milestone Teachers guide 53-54 • Golden tips page 120-122 • High Flyer page 55-56 • Evolving world History and Government page 152 	
6	1	Democracy and Human Rights	<ul style="list-style-type: none"> • Democracy • Meaning of democracy • Types of democracy 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define democracy (b) Discuss types of democracy</p>	<ul style="list-style-type: none"> • Defining democracy • Discussions • Listening to resource person • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Constitution of Kenya • Charts • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 141-142 • Milestone 	

							<ul style="list-style-type: none"> e Teachers guide 53-54 • Golden tips page 124 • High Flyer page 57 • Evolving world History and Governm ent page 162-163 	
7	1	Democracy and Human Rights	<ul style="list-style-type: none"> • Principles of democracy • Citizen participation 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the principles of democracy</p>	<ul style="list-style-type: none"> • Discussing the principles of democracy (Citizen participation) • Listening to a resource person 	<ul style="list-style-type: none"> • Students book • Resource person • Charts • Pictures • Realia • handouts 	<ul style="list-style-type: none"> • Mileston e in History and Governm ent form ll page 142-143 • Mileston e Teachers guide 56-57 • Golden tips page 124 • High Flyer 	

							<p>page 57</p> <ul style="list-style-type: none"> • Evolving world History and Governm ent page 162-163 	
	2	Democracy and Human Rights	<p>Regular free and fair elections</p> <ul style="list-style-type: none"> • Political tolerance 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the principles of democracy</p>	<ul style="list-style-type: none"> • Discussing the principles of democracy • Listening to resource persons 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource persons • Photos • Gateway revision • Charts • Pictures • Handouts • Realia 	<ul style="list-style-type: none"> • Mileston e in History and Governm ent form ll page 144 • Mileston e Teachers guide 56-57 • Golden tips page 124 • High Flyer page 57 • Evolving world History and Governm ent page 	

							162-163	
	3	Democracy and Human rights	<p>Transparency and accountability</p> <ul style="list-style-type: none"> Control of abuse of power 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the principles of democracy</p>	<ul style="list-style-type: none"> Discussing the principles of democracy Taking and making notes 	<ul style="list-style-type: none"> Gateway Revision Students book Photos Charts Constitution of Kenya Revision Handouts 	<ul style="list-style-type: none"> Milestone in History and Government form II page 144-145 Milestone Teachers guide 58 Golden tips page 124 High Flyer page 57 Evolving world History and Government page 162-163 	
8	1	Democracy and Human Rights	<ul style="list-style-type: none"> Principles of democracy Multi-party Equality Economic freedom 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the principles of democracy</p>	<ul style="list-style-type: none"> Explaining the principles of democracy Asking and answering questions 	<ul style="list-style-type: none"> Students book Teachers guide Photos Gateway Revision Students book 	<ul style="list-style-type: none"> Milestone in History and Government form II page 145-146 Milestone Teachers guide 58 Golden tips page 124 High Flyer page 57 Evolving 	

							world History and Government page 162-163	
2	Democracy and Human Rights	Principles of democracy <ul style="list-style-type: none"> • Bill of human rights • Human rights • Rule of law • Fair procedures • The ombuds person 	By the end of the lesson, the learner should be able to <p>(a) Explain the principles of democracy</p>	<ul style="list-style-type: none"> • Explaining the principles of democracy • Asking and answering questions 	<ul style="list-style-type: none"> • Teachers guide • Documents • Charts • Maps • Pictures • Drawings • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 145-146 • Milestone Teachers guide 56-58 • Golden tips page 124-125 • High Flyer page 57 • Evolving world History and Government page 163-165 		
3	Democracy and Human Rights	Human rights <ul style="list-style-type: none"> • The concept of human rights 	By the end of the lesson, the learner should be able to <p>(a) Explain the meaning of human rights</p> <p>(b) Explain the concept of human rights</p>	<ul style="list-style-type: none"> • Defining and explaining the concept of Human rights • Asking and answering of questions 	<ul style="list-style-type: none"> • Student's book • Teachers guide • Resource person • Documents • Charts • Handouts • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 147 • Milestone Teachers guide 56-58 • Golden tips page 125 		

							<ul style="list-style-type: none"> • High Flyer page 57 • Evolving world History and Government page 163 	
9	1	Democracy and Human Rights	<p>The bill of rights</p> <p>The concept of the bill of rights</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the concept of the Bill of Rights and their sources</p>	<ul style="list-style-type: none"> • Discussing the concept of the Bill of Rights • Asking and answering questions 	<ul style="list-style-type: none"> • Students guide • Documents • Charts • Handouts • Pictures • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 147-148 • Milestone Teachers guide 56-58 • Golden tips page 125 • High Flyer page 57 • Evolving world History and Government page 165 	
	2	Democracy and Human Rights	<p>The UN charter on human rights</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin and practice of UN charter in relation to the Human Rights</p>	<ul style="list-style-type: none"> • Explaining the origin and practice of the UN Charter on human rights • Asking and answering of questions • Listening to a resource person 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Charter • Videos • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 142 • Milestone Teachers guide 56-58 • Golden tips page 126 	

							<ul style="list-style-type: none"> • High Flyer page 57 • Evolving world History and Government page 168 	
	3	Democracy and Human rights	The rights of the child	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the rights of the child</p>	<ul style="list-style-type: none"> • Explaining the rights of the child • Asking and answering questions • Taking and making notes 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Documents • Charts • Videos • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 152-153 • Milestone Teachers guide 57-58 • Golden tips page 126 • High Flyer page 58 • Evolving world History and Government page 170 	
10	1	Democracy and Human rights	<p>Classification of human rights</p> <ul style="list-style-type: none"> • Political rights • Social rights 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the political and social rights e.g human beings</p>	<ul style="list-style-type: none"> • Discussing • Political and social rights of human beings • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photos • Documents • Charts • Pictures • Handouts • Realia • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form II page 152-153 • Milestone Teachers guide 57-58 • Golden tips 	

							<ul style="list-style-type: none"> page 126 High Flyer page 57 Evolving world History and Government page 163-164 	
	2	Democracy and Human Rights	<ul style="list-style-type: none"> Economic rights Environmental rights 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Explain the economic environmental and developmental rights 	<ul style="list-style-type: none"> Discussing the economic, environmental and developmental rights of citizens Asking and answering questions Note taking 	<ul style="list-style-type: none"> Students book Teachers guide Photos Gateway Revision Charts Maps Videos 	<ul style="list-style-type: none"> Milestone in History and Government form II page 153-154 Milestone Teachers guide 56-58 Golden tips page 126 High Flyer page 57 Evolving world History and Government page 164 	
11-13		Revision of all work covered	<p>Revision of all work covered</p> <p>Sitting for examination</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Revise the previous work and be ready for exams</p>	<ul style="list-style-type: none"> Revising exams 	<ul style="list-style-type: none"> Papers Pens Other relevant stationery 	<ul style="list-style-type: none"> Exam papers Marking scheme Text books 	
END OF TERM THREE EXAMINATIONS								

**SCHEMES OF WORK
HISTORY FORM THREE
TERM I**

1	1	European invasion of African and the process of colonization	<p>The scramble for and partition of Africa</p> <ul style="list-style-type: none"> • Defining scramble, Partition • Methods used by European to acquire colon 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the meaning of scramble and partition</p> <p>(b) Explain how European countries were involved in the struggle and partition of Africa</p> <p>(c) Explain the methods used by the Europeans to acquire colonies in Africa</p>	<ul style="list-style-type: none"> • Defining the terms scramble and partition • Discussing how European nation were involved in the scramble and partition of Africa • Explanations • Asking and answering questions • Taking and making notes 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Documents • Realia • Handouts • Videos • Charts • maps 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 1-3 • Milestone Teachers guide 34-36 • Golden tips page 129 • High Flyer page 58-59 • Evolving world History and Government page 1-2 • Gateway paper 2 	
	2	European invasion of Africa and the process	Factors that led to scramble for colonies in Africa	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> • Discussing the factors leading to the scramble for colonies 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form III 	

		of Colonization	<ul style="list-style-type: none"> • Economic • Political 	(a) Explain the economic and political factors that led to the scramble for colonies in Africa	<ul style="list-style-type: none"> • Economic factors • Political factors • Listening to a resource person • Taking and making notes • Asking and answering questions • Demonstrating • 	<ul style="list-style-type: none"> • Charts • Videos • Documents • Handouts • Realia • Teachers guide • Pictures 	<p>page 3-4</p> <ul style="list-style-type: none"> • Milestone Teachers guide 35-36 • Golden tips page 129-130 • High Flyer page 59 • Evolving world History and Government page 3-8 • Gateway paper 2 	
	3	European invasion of Africa and the process of colonization	<p>The factors that led to scramble for colonies in Africa</p> <ul style="list-style-type: none"> • Strategic • Social 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the strategic and social factors that led to the scramble for colonies in Africa</p>	<ul style="list-style-type: none"> • Discussing the factors that led to the scramble for colonies • Strategic and social factors • Listening to a resource person • Explanation • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Resource person • Maps • Photographs • Pictures • Charts • Handouts • Teachers guide • Documents • Maps • Videos • Film 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 5-8 • Milestone Teachers guide 35-36 • Golden tips page 130 • High Flyer 	

							<ul style="list-style-type: none"> page 59 • Evolving world History and Government page 5-7 • Gateway paper 2 73-74 	
4	European invasion of Africa and the process of colonization	The process of partition	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Describe the process of partition</p>	<ul style="list-style-type: none"> • Describing the process of partition • Asking and answering questions • Taking and making notes • Demonstrating • Illustration • drawing 	<ul style="list-style-type: none"> • maps • charts • textbooks • revision materials • resource person • realia • Handouts • Documents • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 8-9 • Milestone Teachers guide 35-36 • Golden tips page 130 • High Flyer page 60 • Evolving world History and Government page 8- 		

							9	
							<ul style="list-style-type: none"> Gateway paper 2 page 74 	
2	1	European invasion of Africa and the process of colonization	<p>The process of partition</p> <ul style="list-style-type: none"> The Berlin conference of 1884-1885 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the participation of European powers in Berlin conference and the resolutions that were passed during the conference</p>	<ul style="list-style-type: none"> Explaining the process of African in the Berlin conference of 1884-1885 Demonstrating Illustrating Taking and making notes Asking and answering questions 	<ul style="list-style-type: none"> Students book Teachers guide Resource person Maps Charts Realia Documents Handouts Gateway revision Pictures Videos 	<ul style="list-style-type: none"> Milestone in History and Government form III page 10-12 Milestone Teachers guide 35-36 Golden tips page 130-131 High Flyer page 60 Evolving world History and Government page 8-9 Gateway paper 2 page 74 	
			The methods used by	By the end of the lesson,	<ul style="list-style-type: none"> Discussing the 	<ul style="list-style-type: none"> students book 	<ul style="list-style-type: none"> Milestone in History 	

	2	European invasion of Africa and the process of colonization	<p>Europeans to acquire colonies in Africa</p> <p>The impact of partition in Africa</p>	<p>the learner should be able to</p> <p>(a) Explain the methods that the Europeans used to acquire colonies and the impact of partition of Africa</p>	<p>methods used by the Europeans to acquire colonies in Africa</p> <ul style="list-style-type: none"> • Explaining the partitions of Africa • Asking and answering questions • Note taking • Demonstrating • illustrations 	<ul style="list-style-type: none"> • teachers guide • Resource person • Maps • Charts • Realia • Documents • Handouts • Gateway Revision • Pictures • Videos 	<p>and Government form III page 10-12</p> <ul style="list-style-type: none"> • Milestone Teachers guide 35-36 • Golden tips page 130-131 • High Flyer page 60 • Evolving world History and Government page 8-9 • Gateway paper 2 page 74 	
	3	European invasion of Africa and the process of colonization	<p>African Reaction to European Colonization resistance</p> <ul style="list-style-type: none"> • Maji maji uprising 1905-1907 • The courses of uprising 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Identify the different types of reaction to European colonization and the causes of Maji Maji uprising of 1905-1907</p>	<ul style="list-style-type: none"> • Explaining Maji Maji uprising • Discussing the causes of maji maji uprising • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Videos • Documents • Maps • Charts • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 14-16 • Milestone Teachers guide 35-37 • Golden tips page 131-132 • High Flyer page 61- 	

							<ul style="list-style-type: none"> 62 Evolving world History and Government page 11-13 Gateway paper 2 page 75 	
	4	European invasion of Africa and the process of colonization	<p>The causes of uprising</p> <ul style="list-style-type: none"> Results of the uprising Reasons for the defeat 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the results of and reasons of the uprising to fail</p>	<ul style="list-style-type: none"> Describe the course of the uprising Giving results and reasons why the uprising failed Taking and making notes Answering and asking questions Demonstrating 	<ul style="list-style-type: none"> Students book Resource person Photographs Documents Realia Charts Teachers Guide Handouts Maps Videos Films 	<ul style="list-style-type: none"> Milestone in History and Government form III page 16-19 Milestone Teachers guide 75-77 High Flyer page 62 Evolving world History and Government page 14-15 Gateway paper 2 page 75-77 	
3	1	European invasion of Africa and	African reaction to European colonization	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> Explaining the reasons for the rise of Samoure Toure 	<ul style="list-style-type: none"> Students book Resource person Maps 	<ul style="list-style-type: none"> Milestone in History and Governme 	

		the process of colonization	<ul style="list-style-type: none"> • Resistance • Samoure Toure of Mandinka empire • The reasons why Samoure Toure resisted French colonization 	to (a) Explain the rise of Samoure Toure to power and the reasons that made Samoure Toure to resist the French colonization	<ul style="list-style-type: none"> • Discussing the reasons why Samoure Toure resisted • Note taking • Asking and answering questions • Demonstration • Illustrations 	<ul style="list-style-type: none"> • Charts • Photographs • Pictures • Charts • Realia • Handouts • Teachers guide • Documents • Films 	<p>nt form III page 19-22</p> <ul style="list-style-type: none"> • Milestone Teachers guide 35-37 • Golden tips page 133 • High Flyer page 62-63 • Evolving world History and Governme nt page 16-17 • Gateway paper 2 page 76 	
2	European invasion of African and the process of colonization	<p>The reasons that made Samoure Toure to resist the French for a long time</p> <ul style="list-style-type: none"> • Reasons why samoure Toure was Defeated by the French 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons that made Samoure Toure to resist for long</p> <p>(b) Explain the reasons why Samoure Toure was defeated by the French</p>	<ul style="list-style-type: none"> • Explaining reasons why Samoure Toure resisted for long • Discussing reasons why Samoure Toure was defeated by the French • Illustrations • Taking and making notes • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Charts • Pictures • Handouts • Realia • Videos • Films • News paper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 22-23 • Milestone Teachers guide 35-37 • Golden tips page 133 • High Flyer page 63 • Evolving 		

							<p>world History and Government page 19-20</p> <ul style="list-style-type: none"> • Gateway paper 2 page 77-78 	
3	European invasion of Africa and process of Colonization	<ul style="list-style-type: none"> • Lobengula of the Ndebele • Reasons for the conquest of Ndebele land • The Rudd concession and its term 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons why the British were determined to conquer Ndebele land and the terms of Rudd Concession of 1888</p>	<ul style="list-style-type: none"> • Discussing why the British conquered Ndebele land • Discussing the terms of the Rudd Concession of 1888 • Illustrations • Demonstrations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Pictures • Handouts • Videos • Films • Newspaper cuttings • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 23-25 • Milestone Teachers guide 35-38 • Golden tips page 134 • High Flyer page 63-64 • Evolving world History and Government page 20-21 • Gateway paper 2 page 78-79 		
							<ul style="list-style-type: none"> • Milestone 	

	4	European invasion of Africa and the process of colonization	<ul style="list-style-type: none"> • African Reaction to European colonization • Reasons for the defeat of the Ndebele • Effects of the Ndebele war of 1893 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why the Ndebele were defeated by the British in 1893 and the effects of the Ndebele war of 1893</p>	<ul style="list-style-type: none"> • Discussing the reasons for the defeat of Ndebele • Explaining the effects of Ndebele war of 1893 • Asking and answering questions • Taking and making notes 	<ul style="list-style-type: none"> • Students guide • Resource person • Photographs • Revision materials • Handouts • Videos • Films • Charts • News paper • Documents • maps 	<p>in History and Government form III page 25-26</p> <ul style="list-style-type: none"> • Milestone Teachers guide 35-38 • Golden tips page 135 • High Flyer page 65 • Evolving world History and Government page 25 • Gateway paper 2 page 78 	
4	1	European invasion of Africa and the Process of Colonization	<ul style="list-style-type: none"> • The causes of Shona- Ndebele or chimusenga wars of 1896-1897 • Results of Chimurenga wars 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the causes and results of Chimurenga wars of 1896-1897</p>	<ul style="list-style-type: none"> • Discussing the causes and courses of the Chimurenga wars • Explaining the results of Chimurenga wars • Asking and answering questions • Taking and making notes 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Revision materials • Handouts • Videos • Maps • Charts • Documents • Films • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 26-27 • Milestone Teachers guide 35-38 • Golden tips page 134 • High Flyer page 64 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 22-25 • Gateway paper 2 page 79 	
2	European invasion of Africa and the process of colonization	<ul style="list-style-type: none"> • Reasons why some leaders collaborated • Buganda – reasons why Kabaka Mutesa collaborated with the British 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons why some African leaders collaborated with the Europeans</p> <p>(b) Explain why Kabaka Mutesa collaborated with the British</p>	<ul style="list-style-type: none"> • Explaining the meaning of collaboration • Discussing reasons why Kabaka Mutesa collaborated • Listening to a resource person • Asking and answering questions • Taking and making notes • Illustrating 	<ul style="list-style-type: none"> • Students book • Charts • Photographs • Maps • Revision materials • Documents • Pictures • Photos • Videos • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 27-29 • Milestone Teachers guide 35-38 • Golden tips page 135-136 • High Flyer page 65 • Evolving world History and Government page 28-31 • Gateway paper 2 page 79 		
		<ul style="list-style-type: none"> • Reasons why 	By the end of the lesson,	<ul style="list-style-type: none"> • Discussing reasons 	<ul style="list-style-type: none"> • Resource person 	<ul style="list-style-type: none"> • Milestone in History 		

	3	European invasion of Africa and the process of Colonization	<p>Kabaka Mwanga collaborated with the British</p> <ul style="list-style-type: none"> The terms of Buganda Agreement of 1900 	<p>the learner should be able to</p> <p>(a) Explain why Kabaka Mwanga collaborated with the British and the terms of Buganda Agreement of 1900</p>	<p>why Kabaka Mwanga collaborated</p> <ul style="list-style-type: none"> Explaining terms of the Buganda Agreement of 1900 	<ul style="list-style-type: none"> Photographs Extracts of Buganda Agreement Maps Realia Pictures Maps Charts Resource person Documents Teachers guide 	<p>and Government form III page 30-31</p> <ul style="list-style-type: none"> Milestone Teachers guide 35-38 Golden tips page 135-136 High Flyer page 66 Evolving world History and Government page 28-31 Gateway paper 2 page 81-82 	
	4	European invasion of Africa and the process of Colonization	<p>Collaboration</p> <ul style="list-style-type: none"> Lewanika of Lozi Kingdom Reasons why Lewanika collaborated with the Europeans The result of Lewanika's collaboration 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why Lewanika collaborated with the Europeans</p> <p>(b) Explain the results of Lewanika's collaboration</p>	<ul style="list-style-type: none"> Discussing reasons why Lewanika collaborated Explain the results of the collaboration Listening to a resource person Making and taking notes Asking and answering questions discussions 	<ul style="list-style-type: none"> students book resource person Photographs Maps Teachers guide Documents Scrolls Pictures Text books Handouts Realia 	<ul style="list-style-type: none"> Milestone in History and Government form III page 31-32 Milestone Teachers guide 40-41 Golden tips page 137 	

							<ul style="list-style-type: none"> • High Flyer page • Evolving world History and Government page 26-27 • Gateway paper 2 page 38 • 	
5	1	Establishment of Colonial Rule in Kenya	The background to the Scramble and partition of East Africa	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the early contacts between East Africa and Europe</p>	<ul style="list-style-type: none"> • Explaining the early contacts between Africa and Europe • Listening to a resource person • Class discussion • Illustrations • Demonstrations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • News paper cuttings • Text books • Handouts • Realia • Charts • Documents • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 34 • Milestone Teachers guide 40-41 • Golden tips page 135-136 • High Flyer page 67 • Evolving world History and Government page 33 • Gateway paper 1 page 38 • 	
							<ul style="list-style-type: none"> • • Milestone 	

2	Establishment of colonial Rule in Kenya	<ul style="list-style-type: none"> Reasons for the scramble and partition of East Africa 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons for the scramble for colonies in East Africa</p>	<ul style="list-style-type: none"> Discussing the reasons for Colonies in East Africa Listening to a resource person Asking and answering questions Making and taking notes 	<ul style="list-style-type: none"> Students book Resource person Photographs Charts Maps Handouts Newspaper cuttings Documents Scrolls 	<p>in History and Government form III page 34-35</p> <ul style="list-style-type: none"> Milestone Teachers guide 40-41 Golden tips page 139 High Flyer page 67-68 Evolving world History and Government page 33-34 Gateway paper 2 page 38 . 	
3	Establishment of Colonial Rule in Kenya	<p>The process of partition</p> <ul style="list-style-type: none"> The Anglo-German agreement of 1886 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the Anglo-German Agreement of 1886 and Helgoland treaty of 1890</p>	<ul style="list-style-type: none"> Discussing the terms of Anglo-German Agreement and the Helgoland treaty of 1890 Explanations Illustrating Demonstrating Asking and answering questions Making and taking notes 	<ul style="list-style-type: none"> Resource person Photographs Maps Charts Documents Scrolls Charts Text books Newspaper cuttings Videos Pictures Students books 	<ul style="list-style-type: none"> Milestone in History and Government form III page 35-38 Milestone Teachers guide 40-41 Golden tips page 	

							<ul style="list-style-type: none"> 139-138 • High Flyer page 68 • Evolving world History and Government page 34 • Gateway paper 1 page 38-39 • 	
	4	Establishment of Colonial Rule in Kenya	<p>The British occupation of Kenya</p> <ul style="list-style-type: none"> • The methods used to establish colonial rule in Kenya • The problems faced by I.B.E.A.co 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the methods used to establish colonial rule in Kenya and the problems that the I.B.E.A Co. faced</p>	<ul style="list-style-type: none"> • Illustrations • Explaining the problems that the I.B,A co. faced • Describing • Asking and answering questions • Note taking • Discussing the methods used to establish colonial rule in Kenya 	<ul style="list-style-type: none"> • Scrolls • Teachers guide • Students book • Resource person • Maps • Photographs • Pictures • Documents • Newspaper cuttings • Handouts • Realia • Charts 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 38-40 • Milestone Teachers guide 40-41 • Golden tips page 140 • High Flyer page 68-69 • Evolving world History and Government page 35-37 • Gateway paper 1 	

							page 39	
6	1	Establishment of colonial rule in Kenya	<ul style="list-style-type: none"> • Response of the people of Kenya to British invasion • resistance (Nandi) • The factors responsible for the rise of Nandi power • Reasons for the Nandi Resistance to colonial rule 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors responsible for the rise of Nandi power and why Nandi resisted</p>	<ul style="list-style-type: none"> • Explain the factors responsible for the factors for the rise of Nandi power • Discussing reasons for the Nandi resistance • Listening to a resource person • Making and taking notes • Asking and answering questions 	<ul style="list-style-type: none"> • Pictures • Handouts • Realia • Videos • Films • Scrolls • Documents • Textbooks • Students book • Resource person 	<ul style="list-style-type: none"> • page 39 • Milestone in History and Government form III page 38-40 • Milestone Teachers guide 40-41 • Golden tips page 140 • High Flyer page 68-69 • Evolving world History and Government page 35-37 • Gateway paper 1 page 39 	
	2	Establishment of Colonial Rule in Kenya	<ul style="list-style-type: none"> • The course of Nandi Resistance 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the course of the Nandi resistance</p>	<ul style="list-style-type: none"> • Discussing the course of the Nandi resistance • Listening to a resource person • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Documents • Films • Handouts • Textbooks • Maps • Videos • Students book • Resource person • Photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 43-44 • Milestone Teachers guide 40- 	

						<ul style="list-style-type: none"> Resource person 	<ul style="list-style-type: none"> Golden tips page 141 High Flyer page 70 Evolving world History and Government page 38-39 Gateway paper 1 page 40 	
3	Establishment of colonial Rule in Kenya	<ul style="list-style-type: none"> The factors that enabled the Nandi to resist the British for a long period 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that enabled the Nandi to resist for a long period</p>	<ul style="list-style-type: none"> Describing Explanations Illustrations Making and taking notes Asking and answering questions Discussing the reasons for the long Nandi Resistance Listening to a resource person 	<ul style="list-style-type: none"> Students book Resource person Photographs Documents Realia Teachers guide Revision books Handouts Videos Films Charts 	<ul style="list-style-type: none"> Milestone in History and Government form III page 44-45 Milestone Teachers guide 40-42 Golden tips page 141-142 High Flyer page 70 Evolving world History and Government page 39-40 		

							<ul style="list-style-type: none"> • Gateway paper 1 page 40 	
	4	Establishment of colonial rule in Kenya	<ul style="list-style-type: none"> • Reasons why the Nandi were defeated • The effects of Nandi resistance 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons that made the Nandi to be defeated and the effects of the Nandi resistance</p>	<ul style="list-style-type: none"> • Asking and answering questions • Discussing the reasons why Nandi were defeated • Discussing the effects of the Nandi resistance • Listening to a resource person • Making and taking notes • Explanations 	<ul style="list-style-type: none"> • Students book • Resource person • Maps • Teachers guide • Charts • Videos • Films • Realia • Handouts • Documents • Gateway Revision 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 45 • Milestone Teachers guide 40-42 • Golden tips page 141 • High Flyer page 70 • Evolving world History and Government page 40 • Gateway paper 1 page 40-41 	
7	1	Establishment of colonial Rule in Kenya	<p>The Agyria resistance</p> <ul style="list-style-type: none"> • Reasons for Agririnian resistance • The cause for resistance 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why the Agriama resulted and discuss the course of the</p>	<ul style="list-style-type: none"> • Explaining why the Agriama resisted • Discuss their cause of resistance • Listening to a resource person • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Documents • Handouts • Realia • Text books 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 45 • Milestone Teachers 	

				resistance	<ul style="list-style-type: none"> • Making and taking notes • Describing • Illustrating 	<ul style="list-style-type: none"> • Revision books • Videos • Pictures • Teachers guide 	<ul style="list-style-type: none"> • guide 40-42 • Golden tips page 141 • High Flyer page 70 • Evolving world History and Government page 40 • Gateway paper 1 page 40-41 	
	2	Establishment of colonial rule in Kenya	The effects of Agriama resistance	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of the Agriama resistance</p>	<ul style="list-style-type: none"> • Discussing the effects of the Agriama resistance • Asking and answering questions • Listening to a resource person • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students books • Photographs • Maps • Teachers guide • Charts • Realia • Handouts • Pictures • Videos • Films • Revision books 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 47 • Milestone Teachers guide 40-42 • Golden tips page 142 • High Flyer page 70 • Evolving world History and Governme 	

							<p>nt page 42</p> <ul style="list-style-type: none"> • Gateway paper 1 page 41 	
3	Establishment of colonial Rule in Kenya	<ul style="list-style-type: none"> • Bukusu • Causes of the Bukusu resistance • Causes of the resistance • Effects of Bukusu resistance 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the causes and effects of the Bukusu resistance</p>	<ul style="list-style-type: none"> • Discussing the causes of Bukusu resistance • Explaining the course and effects of the resistance • Illustrations • Note taking • Demonstration • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Teachers guide • Pictures • Documents • Handouts • Realia • Scrolls • Videos • Film • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 48 • Milestone Teachers guide 40-42 • Golden tips page 142 • High Flyer page 70-71 • Evolving world History and Government page 42 • Gateway paper 1 page 40-41 		
4	Establishment of colonial rule in Kenya	<p>Somali</p> <ul style="list-style-type: none"> • Causes of the 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussing the causes of the Somali resistance 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs 	<ul style="list-style-type: none"> • Milestone in History and 		

			<ul style="list-style-type: none"> Somali resistance Course of the wars Effects of the Somali war 	<p>to</p> <p>(a) Explain the causes course and the effects of the Somali's resistance</p>	<ul style="list-style-type: none"> Explain the course of resistance Discussing the effects of Somali resistance Asking and answering questions Note taking 	<ul style="list-style-type: none"> Maps Charts Teachers guide Videos Films Realia Handouts Documents Scrolls 	<p>Government form III page 48-49</p> <ul style="list-style-type: none"> Milestone Teachers guide 40-42 Golden tips page 142 High Flyer page 71 Evolving world History and Government page 43 Gateway paper 1 page 42 	
8	1	Establishment of colonial rule in Kenya	<p>Collaboration</p> <ul style="list-style-type: none"> Maasai Reasons why the Maasai collaborated with the British The results of the Maasai collaboration 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why the Maasai collaborated with the British and the effects of the collaboration</p>	<ul style="list-style-type: none"> Explaining why the Maasai Collaborated Discussing the effects of the collaboration Asking and answering questions Note taking Illustration Demonstrations 	<ul style="list-style-type: none"> Students book Resource person Photographs Maps Teachers guide Charts Maps Pictures Videos Films Pictures Handouts Realia 	<ul style="list-style-type: none"> Milestone in History and Government form III page 49-51 Milestone Teachers guide 40-42 Golden tips page 142 High Flyer page 71 Evolving 	

							<p>world History and Government page 43-45</p> <ul style="list-style-type: none"> • Gateway paper 1 page 42-45 	
	2	Establishment of colonial Rule in Kenya	<p>Wanga</p> <ul style="list-style-type: none"> • Reasons why Nabanga mumia of wanga collaborated with the British • Results of Wanga's collaboration 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why Nabongo mumia of Wanga collaborated with the British and the results of Wanga collaboration</p>	<ul style="list-style-type: none"> • Discussing why Nabongo collaborated • Explaining the results of the collaboration • Illustrations • Demonstrations • Drawings • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Realia • Teachers guide • Videos • Films • Pictures • Handouts • Pictures • Maps • Charts • Scrolls 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 51-53 • Milestone Teachers guide 40-42 • Golden tips page 144 • High Flyer page 72 • Evolving world History and Government page 46-47 • Gateway paper 1 page 43 	

3	Establishment of colonial rule in Kenya	<p>Mixed reaction</p> <ul style="list-style-type: none"> • The Agikuyu reaction and its effects • The Akamba reaction and its effects 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the Agikuyu and Akamba reactions to colonial rule and their effects</p>	<ul style="list-style-type: none"> • Explanations • Demonstration • Illustrations • Discuss the reaction of Agikuyu & effects • Explain Akamba reaction and its effects • Asking and answering questions • Making and taking of notes 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Teachers guide • Videos • Maps • Charts • Scrolls • Handouts • Revision book • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 53-57 • Milestone Teachers guide 40-42 • Golden tips page 144-145 • High Flyer page 72-74 • Evolving world History and Government page 47-51 • Gateway paper 1 page 43-44 	
4	Establishment of colonial rule in Kenya	<p>Mixed reaction</p> <ul style="list-style-type: none"> • The Agikuyu reaction and its effects • The Akamba reaction on and 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the Luo reaction and its effects</p>	<ul style="list-style-type: none"> • Discussing the Luo reaction and its effects • Explaining why armed resistance by Kenyan communities failed 	<ul style="list-style-type: none"> • Resource person • Photographs • Maps • Charts • Teachers guide • Documents • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 53-57 	

			its effects	(b) Explain reasons why armed resistance by Kenyan communities Failed	<ul style="list-style-type: none"> • Demonstrations • Illustrations • Asking and answering questions • Making and taking notes • Class discussions 	<ul style="list-style-type: none"> • Handouts • Pictures • Videos • Films • Scrolls 	<ul style="list-style-type: none"> • Milestone Teachers guide 40-42 • Golden tips page 144-145 • High Flyer page 72-74 • Evolving world History and Government page 47-51 • Gateway paper 1 page 44-45 	
9	1	Colonial Administration	<p>Indirect rule</p> <ul style="list-style-type: none"> • The British in Kenya • The British in Kenya and the methods used to administrate Kenya 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the meaning of indirect rule and how British used indirect rule to administrate Kenya</p>	<ul style="list-style-type: none"> • Explain the meaning of indirect rule and how it was used by the British to administrate Kenya • Asking and answering questions • Making and taking of notes 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Charts • Maps • Realia • Documents • Handouts • Pictures • Videos • Films • Scrolls • Documents • textbooks 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 61-63 • Milestone Teachers guide 44-45 • Golden tips page 149 • High Flyer page 76 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 56-58 • Gateway paper 2 page 82 	
	2	Colonial Administration	The British in Nigeria and use of indirect rule	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the meaning of indirect rule and how the British used indirect rule to administer Nigeria</p>	<ul style="list-style-type: none"> • Discussing the use of indirect rule in Nigeria by the British • Asking and answering questions • Explanations • Illustration • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Videos • Films • Scrolls • Realia • Teachers guide • Scrolls • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 63-64 • Milestone Teachers guide 44-45 • Golden tips page 149-150 • High Flyer page 76-77 • Evolving world History and Government page 58-59 • Gateway paper 2 page 82-83 	
							<ul style="list-style-type: none"> • Milestone 	

	3	Colonial Administration	<p>Reasons why the British adopted indirect rule in Nigeria</p> <p>Reasons for the failure of indirect rule in southern Nigeria</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the effects of indirect rule in Nigeria</p>	<ul style="list-style-type: none"> • Discussing the effects of indirect rule in Nigeria • Asking and answering questions • Illustrations • Demonstrations • Note taking • Drawing 	<ul style="list-style-type: none"> • Students book • Resource person • Revision materials • Charts • Maps • Pictures • Handouts • Realia • Charts • Videos • Films • Gateway Revisions 	<p>in History and Government form III page 67-68</p> <ul style="list-style-type: none"> • Milestone Teachers guide 44-45 • Golden tips page 150 • High Flyer page 77 • Evolving world History and Government page 61 • Gateway paper 2 page 83 	
10	1-2	Colonial Administration	<p>Direct rule</p> <ul style="list-style-type: none"> • The British rule Zimbabwe (southern Rhodesia) • Reasons why the British adopted direct rule in Zimbabwe 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain reasons why direct rule was adopted in Zimbabwe</p>	<ul style="list-style-type: none"> • Explaining why direct rule was adopted Zimbabwe • Asking and answering questions • Drawing • Demonstrating • Illustrations • Explanations • Class discussions 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Revision materials • Videos • Pictures • Charts • Handouts • Teachers own collection • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 68-69 • Milestone Teachers guide 44-45 • Golden tips page 151 • High Flyer page 77 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 61-62 • Gateway paper 2 page 83-84 	
	3	Colonial Administration	The Application of direct rule in Zimbabwe	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain how direct rule was applied in Zimbabwe</p>	<ul style="list-style-type: none"> • Discussing how direct rule was used in Zimbabwe • Asking and answering questions • Illustrations • Drawing • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Revision materials • Handouts • Realia • Documents • Charts • Teachers guide • Scrolls • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 70 • Milestone Teachers guide 44-45 • Golden tips page 151 • High Flyer page 77-78 • Evolving world History and Government page 63-67 • Gateway paper 2 page 84 	
	4	Colonial Administration	Assimilation	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Explaining the meaning of 	<ul style="list-style-type: none"> • Students book • Resource person 	<ul style="list-style-type: none"> • Milestone in History and 	

		n	<ul style="list-style-type: none"> The meaning of Assimilation policy and its Structure 	to (a) Explain the meaning of assimilation policy and its structure and use in the French colonies	<p>assimilation policy and its structure</p> <ul style="list-style-type: none"> Discussing the use of assimilation policy in the French colonies Asking and answering questions Making and taking notes 	<ul style="list-style-type: none"> Photographs Maps Revision materials Charts Handouts Documents Teachers guide Scrolls Newspaper cuttings Maps 	<p>Government form III page 71-72</p> <ul style="list-style-type: none"> Milestone Teachers guide 44-45 Golden tips page 151 High Flyer page 77-78 Evolving world History and Government page 63-67 Gateway paper 2 page 84 	
11	1-2	Colonial Administration	The French in Senegal	By the end of the lesson, the learner should be able to (a) Explain how assimilation policy was applied in Senegal	<ul style="list-style-type: none"> Discussing how assimilation policy was used in Senegal Explanations Asking and answering questions Making and taking notes illustrations 	<ul style="list-style-type: none"> students book resource person Photographs Maps Teachers' guide Documents Pictures Newspaper cuttings Teachers own collection Realia Handouts charts 	<ul style="list-style-type: none"> Milestone in History and Government form III page 71-72 Milestone Teachers guide 44-45 Golden tips page 151 High Flyer page 79 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 67 • Gateway paper 2 page 84-85 • 	
	3	Colonial Administration	Reasons for the failure of Assimilation policy	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain why the policy of assimilation failed</p>	<ul style="list-style-type: none"> • Describing • Class discussions • Illustrations • Asking and answering questions • Making and taking notes • Discussing why the assimilation policy failed 	<ul style="list-style-type: none"> • Text books • Charts • Maps • Documents • Scrolls • Teachers own collection • Personal experience • Videos • Pictures • Films • Revision materials • handouts 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 73-74 • Milestone Teachers guide 44-45 • Golden tips page 153 • High Flyer page 80 • Evolving world History and Government page 69-70 • Gateway paper 2 page 84-85 	

	4	Colonial Administration	The policy of Association	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the use of the policy association</p>	<ul style="list-style-type: none"> • Discussing the use of policy of association • Explanations • Illustrations • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Students books • Resource person • Photographs • Revision materials • Teachers guide • Realia • Handouts • Maps • Charts • Videos • Pictures • Films • Documents • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 75 • Milestone Teachers guide 45 • Golden tips page 153-154 • High Flyer page 80 • Evolving world History and Government page 70-71 • Gateway paper 2 page 85 	
12-13		Revision and Exams	Revision of topics covered	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Revise the terms work and answer the questions asked in the exam papers</p>	<ul style="list-style-type: none"> • Revising of questions • Sitting for the exam • Answering questions by writing 	<ul style="list-style-type: none"> • Exam papers • Pens • Chalk board • Other relevant stationery 	<ul style="list-style-type: none"> • Questions papers • Revision books • Text books • Notes 	

END OF TERM THREE EXAMINATIONS

SCHEMES OF WORK

**HISTORY FORM THREE
TERM II**

1	1	Economic and social development during the colonial period in Kenya	<p>The Uganda Railway</p> <ul style="list-style-type: none"> • Reasons for the building of the Uganda Railway • Problems encountered during the building of the Uganda Railway 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons for the constructing the Uganda Railway and problems that wer encountered during the construction</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Pictures • Resource person • Document • Hand outs 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 76-78 • Milestone Teachers guide 47-48 • Golden tips page 151 • High Flyer page 81 • Evolving world History and Governme nt page 73 • Gateway paper 2 page 84-85 • 	
	2	Economic and social development s during the colonial period in Kenya	<p>Effects of the Uganda Railway</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of the construction of the Uganda Railway</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Note making • illustrations 	<ul style="list-style-type: none"> • Students book • Teachers guide • Maps • Charts • Pictures • Resource person • Documents • Handouts 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 78-79 • Milestone Teachers guide 47- 	

							<ul style="list-style-type: none"> 48 • Golden tips page 151 • High Flyer page 81-82 • Evolving world History and Government page 74 • Gateway paper 1 page 46-47 • 	
	3	Economic and social development during the colonial period in Kenya	<p>Colonial land policies</p> <ul style="list-style-type: none"> • The land ordinances (Laws) that were passed to govern the distribution and use of land 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the land laws that were passed to govern the distribution and use of land</p>	<ul style="list-style-type: none"> • Discussing the laws that were passed to govern the distribution and use of land • Explanations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Hand outs • Documents • Maps • Charts • pictures 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 80 • Milestone Teachers guide 48-49 • Golden tips page 157-158 • High Flyer page 81-82 • Evolving world History and Government page 	

							<ul style="list-style-type: none"> • Gateway paper 1 page 47 • 	
	4	Economic and social developments during the colonial period in Kenya	The effects of colonial land policies	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of colonial land policies</p>	<ul style="list-style-type: none"> • Explaining the effects of colonial land policies • Charts • Documents • Illustrations • Describing • drawing 	<ul style="list-style-type: none"> • Resource person • Documents • Teachers guide • Pictures • Realia • Handouts • Charts • Maps • Textbooks • Scrolls • videos 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 81-82 • Milestone Teachers guide 47-49 • Golden tips page 157-158 • High Flyer page 81-82 • Evolving world History and Government page 78-80 • Gateway paper 1 page 47-50 	
2	1	Economic and social Developments during the colonial	The effects of colonial land policies	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of colonial</p>	<ul style="list-style-type: none"> • Explaining effects of colonial land policies • Charts • Documents • Discussions 	<ul style="list-style-type: none"> • Teachers guide • Documents • Videos • Films • Pictures • Films 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 82-85 	

		period in Kenya		land policies	<ul style="list-style-type: none"> • Illustrations • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Pictures • Scrolls • Revision books • Maps • Charts • Newspaper cuttings • Pictures 	<ul style="list-style-type: none"> • Milestone Teachers guide 47-49 • Golden tips page 157-158 • High Flyer page • Evolving world History and Government page 80 • Gateway paper 1 page 47-50 • 	
	2-3	Economic and social developments during the colonial period in Kenya	Stages which cattle farming went through	By the end of the lesson, the learner should be able to (a) Trace the development stages of cattle farming	<ul style="list-style-type: none"> • Explaining the development stages of cattle farming • Asking and answering questions • Making and taking notes • Class discussions 	<ul style="list-style-type: none"> • Documents • Newspaper cuttings • Pictures • Teachers guide • Videos • Film • Charts • Students book • Photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 82-85 • Milestone Teachers guide 47-49 • Golden tips page 156-157 • High Flyer page 82 • Evolving world History and 	

							<p>Government page 75</p> <ul style="list-style-type: none"> • Gateway paper 1 page 47-50 	
	4	Economic and social Development during the colonial period in Kenya	<p>The Devonshire white paper 1923</p> <ul style="list-style-type: none"> • The terms of Devonshire white paper • The results of the Devonshire white paper 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the background of the Devonshire white paper, the terms and results of DWP</p>	<ul style="list-style-type: none"> • Explaining the background of the Devonshire white paper • Discussing the terms and the results of the Devonshire white paper 	<ul style="list-style-type: none"> • Students book • Photographs • Maps • Teachers guide • Handouts • Realia • Pictures • Charts • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 85-87 • Milestone Teachers guide 47-49 • Golden tips page 158-159 • High Flyer page 84 • Evolving world History and Government page 80-82 • Gateway paper 1 page 50 	
3	1	Economic and social development during the colonial	<p>Urbanization</p> <ul style="list-style-type: none"> • Factors that determined the development of town in Kenya 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that</p>	<ul style="list-style-type: none"> • Explaining the factors that determined the development of towns in Kenya during the colonial 	<ul style="list-style-type: none"> • Charts • Students book • Photographs • Maps • Realia • Handouts 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 86-87 	

		period in Kenya	during the colonial period	determined the development of town in Kenya during the colonial periods	<ul style="list-style-type: none"> • Making and taking of notes • Asking and answering questions 	<ul style="list-style-type: none"> • Newspaper cuttings • Resource person • Scrolls 	<ul style="list-style-type: none"> • Milestone Teachers guide 47-49 • Golden tips page 159 • High Flyer page 84 • Evolving world History and Government page 82 • Gateway paper 1 page 50-51 • 	
	2	Economic and Social developments during the colonial period in Kenya	The effect of urbanization	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of urbanization</p>	<ul style="list-style-type: none"> • Discussing the effects of urbanization • Asking and answering questions • Making and taking of notes • illustrations 	<ul style="list-style-type: none"> • students book • photographs • Maps • Charts • Resource person • Videos • Films • Teachers guide • Handouts • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 87-88 • Milestone Teachers guide 47-49 • Golden tips page 159-160 • High Flyer page 84 • Evolving world History and Governme 	

							<p>nt page 83-84</p> <ul style="list-style-type: none"> • Gateway paper 1 page 51 	
	3	Economic and social developments during the colonial period in Kenya	<p>Education</p> <ul style="list-style-type: none"> • Characteristics of colonial education 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the characteristics of colonial education</p>	<ul style="list-style-type: none"> • Discussing the characters of colonial education • Asking and answering of questions • Making and taking notes • Class discussions 	<ul style="list-style-type: none"> • Students book • Resource persons • Maps • Charts • Teachers guide • Videos • Films • Documents • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 89-90 • Milestone Teachers guide 47-49 • Golden tips page 160 • High Flyer page 85 • Evolving world History and Government page 84-86 • Gateway paper 1 page 51-52 	
	4	Economic and social developments during the colonial	<p>Developments in primary education</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the developments of</p>	<ul style="list-style-type: none"> • Explaining the developments in primary education in Kenya • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Photographs • Resource person • Handouts • Realia • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 91-92 	

		period in Kenya		education i.e primary education in Kenya	<ul style="list-style-type: none"> • Note taking • Class discussions 	<ul style="list-style-type: none"> • Pictures • Text books • videos 	<ul style="list-style-type: none"> • Milestone Teachers guide 47-49 • Golden tips page 161 • High Flyer page 85 • Evolving world History and Government page 85-86 • Gateway paper 1 page 52-53 	
4	1	Economic and social developments during the colonial period in Kenya	Development in University education	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the developments of secondary education in Kenya</p>	<ul style="list-style-type: none"> • Discussing the developments of secondary education in Kenya • Asking and answering questions • Making and taking of notes 	<ul style="list-style-type: none"> • Students book • Photographs • Maps • Handouts • Realia • Pictures • Videos • Textbook • Teachers guide • films 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 92 • Milestone Teachers guide 47-49 • Golden tips page 161 • High Flyer page 86 • Evolving world History and Governme 	

							<p>nt page 86-87</p> <ul style="list-style-type: none"> • Gateway paper 1 page 52-53 	
	2	Economic and social developments during the colonial period in Kenya	Developments in university education	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the developments of university education in Kenya</p>	<ul style="list-style-type: none"> • Discussing the developments of university education in Kenya • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Photographs • Maps • Resource persons • Handouts • Pictures • Realia • Charts • Documents • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 92-93 • Milestone Teachers guide 47-49 • Golden tips page 161 • High Flyer page 86 • Evolving world History and Government page 86-87 • Gateway paper 1 page 52-53 	
	3	Economic and social developments during the	<p>Health</p> <ul style="list-style-type: none"> • Developments in missionary health 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the trends</p>	<ul style="list-style-type: none"> • Explaining the developments of Health care i.e missionary health 	<ul style="list-style-type: none"> • Students book • Photographs • Maps • Teachers guide • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 93- 	

		colonial period in Kenya		in the development of Health care i.e Missionary Health		<ul style="list-style-type: none"> • Charts • Realia • Pictures • Documents • Textbooks • handouts 	<p>94</p> <ul style="list-style-type: none"> • Milestone Teachers guide 47-49 • Golden tips page 161 • High Flyer page 86 • Evolving world History and Government page 87-89 • Gateway paper 1 page 53 	
	4	Economic and social developments during the colonial period in Kenya	Development in Government health	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the developments in Government Health Care</p>	<ul style="list-style-type: none"> • Explaining the developments in Government health care • Illustrations • Describing • Class discussions • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Photographs • Resource person • Teachers guide • Realia • Handouts • Documents • Revision books • Textbooks • Maps • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 94-95 • Milestone Teachers guide 47-49 • Golden tips page 161-162 • High Flyer page 86 • Evolving world History and 	

							Governme nt page 87-89 <ul style="list-style-type: none"> • Gateway paper 1 page 53- 54 	
5	1	Political Development s and struggle for independenc e in Kenya (1919-1963)	Early, political organization in Kenya up to 1939 <ul style="list-style-type: none"> • Factors that influenced political opinion among Africans 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) Explain the origins and organization of political movements in Kenya up to 1939 (b) The factors that influenced political opinion among Africans 	<ul style="list-style-type: none"> • Discussing the origins, developments, organizations of political movements in Kenya up to 1939 • Explaining the factors that have influenced political opinion among Africans • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Charts • Documents • Teachers guide • Maps • Diagrams • Pictures • Handouts • Textbooks • Pictures 	<ul style="list-style-type: none"> • • • Milestone in History and Governme nt form III page 96 • Milestone Teachers guide 51- 53 • Golden tips page 163 • High Flyer page 87- 88 • Evolving world History and Governme nt page 90-91 • Gateway paper 1 page 55 	
	2	Political Development s and	The East African Association (E.A.A)	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> • Discussing he issues raised by E.A.A • Explaining the achievement of 	<ul style="list-style-type: none"> • students book • resource person • Documents • Photographs 	<ul style="list-style-type: none"> • • Milestone in History and Governme nt form III 	

		struggled for independence in Kenya *1919-1963)		<p>(a) Explain the issues raised by the E.A.A to the colonial government</p> <p>(b) The achievements of E.A.A</p>	<p>E.A.A</p> <ul style="list-style-type: none"> • Asking and answering questions • Making and taking of notes • Class discussions • Drawings • demonstrations 	<ul style="list-style-type: none"> • Teachers Guide • Maps • Charts • Documents • Realia • Handouts • Pictures • videos 	<p>page 96-98</p> <ul style="list-style-type: none"> • Milestone Teachers guide 51-53 • Golden tips page 163 • High Flyer page 88 • Evolving world History and Government page 91-93 • Gateway paper 1 page 55 	
	3	Political Development s and the struggle for independence in Kenya (1919-1963)	The kikuyu Central Association (K.C.A)	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the memorandum pressed to the Hilton Young Commission</p>	<ul style="list-style-type: none"> • Discussing the memorandum present to Hilton Young commission • Making and taking notes • Asking and answering questions • Demonstrations • illustrations 	<ul style="list-style-type: none"> • students book • Resource Person • Documents • Photographs • Handouts • Charts • Videos • Pictures • Realia • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 98-99 • Milestone Teachers guide 53-54 • Golden tips page 163 • High Flyer page 88 • Evolving world History 	

							and Governme nt page 94-95	
							<ul style="list-style-type: none"> • Gateway paper 1 page 56 	
	4	Political Development s and the struggle for independence in Kenya (1919-1963)	Karironda Tax payers welfare Associations (Grievances)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) Discuss the memorandum of the Young Karironda Tax payers welfare Association to the chief native commissioner 	<ul style="list-style-type: none"> • Discussing the memorandum of the YKTPW • Asking and answering questions • Illustrations • Demonstrations • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Resource person • Documents • Photographs • Pictures • Maps • Charts • Realia • Handouts • Videos • Textbooks 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 99-100 • Milestone Teachers guide 51-53 • Golden tips page 164 • High Flyer page 88 • Evolving world History and Governme nt page 96-97 • Gateway paper 1 page 56 	
6	1	Political Development s and the struggle for	Ukamba Members Association (U.M.A) Taita Hills Association (T.HA)	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> (a) Explain the 	<ul style="list-style-type: none"> • Discussing the grievances of UMA & THA • Asking and answering questions 	<ul style="list-style-type: none"> • Resource persons • Realia • Textbooks • Maps • Handouts 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 100- 	

		independence in Kenya (1919-1963)		grievances of U.M.A and T.H.A	<ul style="list-style-type: none"> • Discussing the grievances of C.A.A • Making and taking notes 	<ul style="list-style-type: none"> • Videos • Films • Pictures • Documents 	<p>101</p> <ul style="list-style-type: none"> • Milestone Teachers guide 52-53 • Golden tips page 165 • High Flyer page 89-90 • Evolving world History and Government page 97-99 • Gateway paper 1 page 56 	
	2	Political Development and the struggle for independence in Kenya (1919-1963)	Coastal African Association	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the grievances of C.A.A</p>	<ul style="list-style-type: none"> • Asking and answering questions • Illustrations • Demonstrations • Making and taking of notes • Class discussions 	<ul style="list-style-type: none"> • Resource persons • Photographs • Documents • Students books • Teachers guide • Maps • Pictures • Films • Videos • Scrolls • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 101-102 • Milestone Teachers guide 51-53 • Golden tips page 165 • High Flyer page 90 • Evolving world History 	

							and Governme nt page 98	
							<ul style="list-style-type: none"> • Gateway paper 1 page 57 	
	3	Political Development s and the struggle for independenc e in Kenya (1919-1963	The origin of independent churches and schools	By the end of the lesson, the learner should be able to (a) Trace the origins of the independence churches and schools	<ul style="list-style-type: none"> • Illustrations • Making and taking of notes • Class discussions • Asking and answering of questions • Discussing the origin of the independent churches and schools 	<ul style="list-style-type: none"> • Resource persons • Students book • Teachers guide • Pictures • Maps • Charts • Scrolls • Realia • Video • Films 	<ul style="list-style-type: none"> • • Milestone in History and Governme nt form III page 102- 103 • Milestone Teachers guide 51- 54 • Golden tips page 166 • High Flyer page 90 • Evolving world History and Governme nt page 100 • Gateway paper 1 page 57 • 	
	4	Political Development s and the struggle for	The reasons for the establishment of independent churches and schools		<ul style="list-style-type: none"> • Discussing the reasons for the establishment of independent churches and 	<ul style="list-style-type: none"> • Resource person • Students book • Teachers guide • documents 	<ul style="list-style-type: none"> • • Milestone in History and Governme nt form III page 103- 	

		independence in Kenya (1919-1963)			<ul style="list-style-type: none"> schools Explaining the major independent churches in Kenya and their characteristics 		<ul style="list-style-type: none"> 104 Milestone Teachers guide 51-54 Golden tips page 166 High Flyer page 90 Evolving world History and Government page 101 Gateway paper 1 page 57-58 	
7	1	Political Development and the struggle for independence in Kenya (1919-1963)	<p>Trade union movements</p> <ul style="list-style-type: none"> Demands made by the trade unions 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the demands made by trade union in colonial Kenya</p>	<ul style="list-style-type: none"> Discussing the demands made by Trade union in colonial Kenya Illustrating Demonstrations Making and taking notes Asking and answering questions 	<ul style="list-style-type: none"> Maps Pictures Charts Realia Teachers guide Handouts Resource person Photographs Students book 	<ul style="list-style-type: none"> Milestone in History and Government form III page 103-104 Milestone Teachers guide 51-54 Golden tips page 166 High Flyer page 90 Evolving world 	

							<p>History and Government page 101</p> <ul style="list-style-type: none"> • Gateway paper 1 page 57-58 • 	
	2	<p>Political Development and the struggle for independence in Kenya (1919-1963)</p>	<p>Development of trade unions movement in the struggle for independence</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain duties of the trade union movements in Kenya in the struggle for independence</p>	<ul style="list-style-type: none"> • Discussing developments of trade union movements in Kenya in the struggle for independence • Asking and answering questions • Demonstrating • Note taking • Illustrations 	<ul style="list-style-type: none"> • Students book • Resource person • Handouts • Realia • Videos • Films • Photographs 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 105-106 • Milestone Teachers guide 51-54 • Golden tips page 171 • High Flyer page 93 • Evolving world History and Government page 101 • Gateway paper 1 page 62 	
	3	<p>Political Development</p>	<p>Contributions of the trade union movement in the</p>	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> • Explain the contribution of the 	<ul style="list-style-type: none"> • Students book • Resource person 	<ul style="list-style-type: none"> • • Milestone in History and 	

		s and the struggle for independence in Kenya (1919-1963)	struggle for independence	to (a) Explain contribution of trade union movements in the struggle for independence	trade union movements in the struggle for independence <ul style="list-style-type: none"> • Asking and answering questions • Demonstration • Note taking 	<ul style="list-style-type: none"> • Photographs • Pictures • Videos • Films • Charts • Maps • Realia • Handouts • Videos 	Government form III page 105-106 <ul style="list-style-type: none"> • Milestone Teachers guide 51-54 • Golden tips page 171 • High Flyer page 93 • Evolving world History and Government page 122 • Gateway paper 1 page 62 • 	
4	Political Development s and the struggle for independence in Kenya (1919-1963)	<ul style="list-style-type: none"> • Political organizations and movements in Kenya after 1945 • Factors that contributed to the formation of political movements after 1945 	By the end of the lesson, the learner should be able to (a) Explain the political organization and movements in Kenya after 1945 (b) Explain the factors that contributed to the formation of political movements after	<ul style="list-style-type: none"> • Discussing the political organizations and movements in Kenya after 1945 • Explaining the factors that contributed to the formations of political movements after 1945 	<ul style="list-style-type: none"> • Students book • Teachers guide • Photographs • Pictures • Charts • Realia • Documents • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 107-108 • Milestone Teachers guide 51-54 • Golden tips page 163 • High Flyer page 87 		

				1945			<ul style="list-style-type: none"> • Evolving world History and Government page 90-91 • Gateway paper 1 page 62 • 	
8	1	Political Development and the struggle for independence in Kenya (1919-1963)	<p>The Kenya African Union (K.A.U)</p> <p>The Kenya African study</p> <p>The objectives and demands of K.A.U</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain demands of K.A.U</p> <p>(b) Discuss the objectives and demands of K.A.U</p> <p>(c) Describe K.A.S.U</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions • illustrations 	<ul style="list-style-type: none"> • pictures • students book • teachers Guide • Realia • Resource person • Charts • Maps 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 108-110 • Milestone Teachers guide 51-54 • Golden tips page 169 • High Flyer page 94 • Evolving world History and Government page 90-91 • Gateway paper 1 page 59 • 	
							<ul style="list-style-type: none"> • • Milestone 	

	<p>2-3</p>	<p>Political Development s and the struggle for independenc e in Kenya (1919-1963</p>	<p>The Mau Mau movement</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the causes of Mau Mau war</p> <p>(b) Describe the courses of the Mau Mau war</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Describing • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Teachers guide • Videos • Pictures • Documents • Resource person • Realia • Handouts • Charts • Maps 	<p>in History and Governme nt form III page 110-112</p> <ul style="list-style-type: none"> • Milestone Teachers guide 51-54 • Golden tips page 168 • High Flyer page 94 • Evolving world History and Governme nt page 110 • Gateway paper 1 page 60 • 	
	<p>4</p>	<p>Political Development s and the struggle for independenc e in Kenya (1919-1963</p>	<p>The results of Mau Mau war</p> <p>The Kenya National African (KANU) and Kenya African Democratic Union (KADU)</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the results of the Mau Mau wars</p> <p>(b) Discuss the origin and activities of KANU and KADU</p> <p>(c) Discuss the origin and activities of KANU and KADU</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions • illustrations 	<ul style="list-style-type: none"> • resource person • documents • pictures • Charts • Maps • Newspaper cuttings • Students book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 112-116 • Milestone Teachers guide 51-54 • Golden tips page 168 	

							<ul style="list-style-type: none"> • High Flyer page 96 • Evolving world History and Government page 115 • Gateway paper 1 page 61 • 	
9	1	Political Developments and the struggle for independence in Kenya (1919-1963)	The Africa People's party	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin and activities of A.P.P</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Documents • Handouts • Realia • Videos • pictures 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 116 • Milestone Teachers guide 51-54 • Golden tips page 169-170 • High Flyer page 95 • Evolving world History and Government page 118 • Gateway paper 1 page 62 	
							<ul style="list-style-type: none"> • • Milestone 	

	2	Political Development s and the struggle for independence in Kenya (1919-1963	The role of women in the struggle for independence	By the end of the lesson, the learner should be able to (a) Explain the role of women in the struggle for independence	<ul style="list-style-type: none"> • Discussions • Illustrations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Documents • Handouts • Realia • Videos • Pictures • Newspaper cuttings 	<p>in History and Governme nt form III page 117-119</p> <ul style="list-style-type: none"> • Milestone Teachers guide 51-54 • Golden tips page 171 • High Flyer page 96-97 • Evolving world History and Governme nt page 123 • Gateway paper 1 page 63 	
	3	Political Development s and the struggle for independence in Kenya (1919-1963	Constitutional changes leading to independence The African representatives in the Legco	By the end of the lesson, the learner should be able to (a) Explain the constitutional changes leading to independence i.e African representatives in the Legco	<ul style="list-style-type: none"> • Discussions • Asking and answering questions • Note taking • explanations 	<ul style="list-style-type: none"> • students book • teachers guide • documents • Resource person • Videos • Handouts • Newspaper cutting • Revision papers 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 119 • Milestone Teachers guide 51-54 • Golden tips page 172 • High Flyer 	

							<ul style="list-style-type: none"> page 97 Evolving world History and Government page 123 Gateway paper 1 page 63-64 	
	4	<p>Political Developments and the struggle for independence in Kenya (1919-1963)</p>	<ul style="list-style-type: none"> The Littleton Constitution Reforms that resulted from the Lyttelton constitution 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reforms that resulted from Lyttelton Constitution</p>	<ul style="list-style-type: none"> Discussions Explanations Illustrations Asking and answering questions Note taking 	<ul style="list-style-type: none"> Pictures Charts Videos Resource person Teachers guide Students book 	<ul style="list-style-type: none"> Milestone in History and Government form III page 120-121 Milestone Teachers guide 51-55 Golden tips page 173 High Flyer page 173 Evolving world History and Government page 127 Gateway paper 1 page 63-64 	

10	1	Political Developments and the struggle for independence in Kenya (1919-1963)	Constitutional changes The Lennox-Boyd constitution	By the end of the lesson, the learner should be able to (a) Explain the results of the lennox-Boyd constitution	<ul style="list-style-type: none"> • Discussing the results of Lennox-Boyd constitution • Note taking • Answering and asking questions 	<ul style="list-style-type: none"> • Students book • Documents • Resource person • Teachers guide • Photographs • Handouts • Videos • Pictures • Charts • maps 	<ul style="list-style-type: none"> • • • Milestone in History and Government form III page 121 • Milestone Teachers guide 51-55 • Golden tips page 173 • High Flyer page 97 • Evolving world History and Government page 128 • 	
	2-3	Political Developments and the struggle for independence in Kenya (1919-1963)	The first Lancaster house conference (1960)	By the end of the lesson, the learner should be able to (a) Explain the first and second Lancaster House conference and the results	<ul style="list-style-type: none"> • Discussing the First Lancaster House Conference of 1960 and its results • Explaining the 2nd Lancaster House Conference 	<ul style="list-style-type: none"> • Documents • Resource persons • Photographs • Videos • Pictures • Handouts • Students book 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 121-123 • Milestone Teachers guide 51-55 • Golden tips page 173 • High Flyer 	

							<ul style="list-style-type: none"> page 97 Evolving world History and Government page 129 • 	
	4	The Rise of African Nationalism	<p>Introduction</p> <ul style="list-style-type: none"> Factors that have favoured rise and development of African nationalism 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the factors that favored the rise and development of African Nationalism</p>	<ul style="list-style-type: none"> Discussing the factors that favored the rise and development of African Nationalism 	<ul style="list-style-type: none"> Students book Photographs Resource person Handouts Charts Videos Pictures 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 125-126 • Milestone Teachers guide 56-58 • Golden tips page 173 • High Flyer page 98-99 • Evolving world History and Government page 133-135 • Gateway paper 2 page 86 	
11	1	The Rise of African	<ul style="list-style-type: none"> The factors that strengthened the 	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> Discussing the factors that have 	<ul style="list-style-type: none"> Videos Maps 	<ul style="list-style-type: none"> • • Milestone in History and 	

		Nationalism	development of Africa nationalism	to (a) Discuss the factors that strengthened the development of African Nationalism	strengthened nationalism <ul style="list-style-type: none"> Note taking Asking and answering questions 	<ul style="list-style-type: none"> Charts Maps Realia Documents Photographs Teachers guide Students book 	<p>Government form III page 126-127</p> <ul style="list-style-type: none"> Milestone Teachers guide 56-58 Golden tips page 133 High Flyer page 98-99 Evolving world History and Government page 133 Gateway paper 2 page 86-87 	
	2	The rise of African Nationalism	Nationalism in Ghana <ul style="list-style-type: none"> The background to the development of African Nationalism in Ghana 	By the end of the lesson, the learner should be able to (a) Explain the background to the development of Nationalism in Ghana	<ul style="list-style-type: none"> Explaining the background to the development of nationalism in Ghana Class discussions Asking and answering questions 	<ul style="list-style-type: none"> Teachers guide Videos Pictures Charts Realia Students book Photographs 	<ul style="list-style-type: none"> Milestone in History and Government form III page 127-129 Milestone Teachers guide 56-58 Golden tips page 175 	

							<ul style="list-style-type: none"> • High Flyer page 99 • Evolving world History and Government page 135-136 • Gateway paper 2 page 87-88 • 	
	3	The Rise of African Nationalism	<ul style="list-style-type: none"> - The factors that favored the growth of African Nationalism in Ghana 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the factors that favoured growth of African nationalism in Ghana</p>	<ul style="list-style-type: none"> • Discussing the factors that favored the growth of African Nationalism in Ghana • Charts • Discussions • Note taking 	<ul style="list-style-type: none"> • Maps • Realia • Maps • Charts • Videos • Teachers guide • Students book • Photographs 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 129 • Milestone Teachers guide 56-58 • Golden tips page 175 • High Flyer page 99 • Evolving world History and Government page 136-137 • Gateway paper 2 page 87-88 	

							<ul style="list-style-type: none"> • • • Milestone in History and Government form III page 129 • Milestone Teachers guide 56-58 • Golden tips page 175-176 • High Flyer page 99 • Evolving world History and Government page 137-138 • Gateway paper 2 page 87-88 • 	
	4	The roles of African Nationalism	The role of African Nationalist leaders in Ghana i.e Kwame Nkurumah	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the role of Kwame Nkurumah in the Nationalist Activities of Ghana</p>	<ul style="list-style-type: none"> • Explaining the role of Kwame Nkurumah in the nationalist activities in Ghana • Class discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Films • Videos • Textbooks • Teachers guide • Photographs • Teachers guide 		
12	1	The Rise of African Nationalism	<p>Nationalism in Mozambique</p> <ul style="list-style-type: none"> - The background to nationalism in Mozambique 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the background to African Nationalism in Mozambique</p>	<ul style="list-style-type: none"> • Discussing the background to African Nationalism • Asking and answering questions • Taking and making notes 	<ul style="list-style-type: none"> • Pictures • Realia • Maps • Photographs • Resource person • Students book 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 129-130 • Milestone Teachers guide 56-58 	

							<ul style="list-style-type: none"> • Golden tips page 176-177 • High Flyer page 100 • Evolving world History and Government page 139 • Gateway paper 2 page 88 • 	
	2	The rise of African Nationalism	The factors that favored the development of African Nationalism in Mozambique	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Identify and explain the unique factors that favored growth and development of African Nationalism in Mozambique</p>	<ul style="list-style-type: none"> • Discussing the unique factors that favored the growth and development of African nationalism in Mozambique • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Photographs • Resource persons • Maps • Charts • Realia • Handouts • Pictures • Textbooks 	<ul style="list-style-type: none"> • • • Milestone in History and Government form III page 130 • Milestone Teachers guide 88-89 • Golden tips page 176-177 • High Flyer page 100 • Evolving world History and Government page 140 • Gateway 	

							paper 2 page 88	
							•	
	3	The rise of African Nationalism	<ul style="list-style-type: none"> - The contribution of Eduardo Mondlane and Samora Machel in Mozambique's Nationalism 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the contribution of Eduardo Mondlane and Samora Machel in Mozambique's Nationalism</p>	<ul style="list-style-type: none"> • Discussing the contribution of Eduardo Mondlane and Samora Machel in Mozambique's Nationalism • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Resource person • Photographs • Maps • Realia • Handouts • Pictures • Textbooks • Handouts • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 131-133 • Milestone Teachers guide 56-58 • Golden tips page 176-177 • High Flyer page 100-101 • Evolving world History and Government page 140-143 • Gateway paper 2 page 89 	
	4	The rise of Nationalism	<p>Nationalism in South Africa</p> <ul style="list-style-type: none"> - Background and Development of African Nationalism in 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the background and development of</p>	<ul style="list-style-type: none"> • Discussing African Nationalism in south Africa i.e the background and development • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Students book • Documents • Pictures • Charts • Maps • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 133-134 • Milestone 	

			south Africa	African Nationalism in South Africa	<ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Films Teachers guide 	<ul style="list-style-type: none"> Teachers guide 56-58 Golden tips page 178 High Flyer page 101-102 Evolving world History and Government page 143 Gateway paper 2 page 89-90 		
13-14		Revision and Exams	Revision of Topics covered	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Revise the terms work and answer the questions asked in the exam papers</p>	<ul style="list-style-type: none"> Revising of questions Sitting for the exams Answering questions by writing 	<ul style="list-style-type: none"> Films Videos Charts Maps Teachers guide Exam papers Pens 	<ul style="list-style-type: none"> Question papers Revision books Text books Notes 		
END OF TERM TWO EXAMINATIONS									
SCHEMES OF WORK HISTORY FORM THREE TERM III									
1	1	The Rise of African	<ul style="list-style-type: none"> Nationalism in south Africa The factors that 	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> Discussions Explanations Asking and 	<ul style="list-style-type: none"> Photos Students book Resource person 	<ul style="list-style-type: none"> Milestone in History and Governme 		

		Nationalism	<p>avored the development of African Nationalism in South Africa</p>	<p>to</p> <p>(a) Explain the factors that favored the developments of Nationalism in South Africa</p>	<p>answering questions</p> <ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Pictures Revision materials 	<p>nt form III page 133-135</p> <ul style="list-style-type: none"> Milestone Teachers guide 56-58 Golden tips page 178-179 High Flyer page 101-102 Evolving world History and Governme nt page 144 Gateway paper 2 page 89-90 	
	2	The Rise of African Nationalism	The African nationalist activities in South Africa	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the African Nationalist activities in South Africa</p>	<ul style="list-style-type: none"> Discussing the factors that favored African nationalist activities in South Africa Note taking Asking and answering questions 	<ul style="list-style-type: none"> Photographs Students book Resource person Pictures Teachers guide Realia Handouts Charts Maps 	<ul style="list-style-type: none"> Milestone in History and Governme nt form III page 135-136 Milestone Teachers guide 56-58 Golden tips page 178-179 High Flyer page 102 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 145-153 • Gateway paper 2 page 90 	
	3	The Rise of Africa Nationalism	<p>The African National congress (ANC)</p> <p>- objectives</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) explain the role of the African National Congress in the struggle for independence in South Africa</p>	<ul style="list-style-type: none"> • discussing the role of Africa in the struggle for independence in South Africa • asking and answering questions 	<ul style="list-style-type: none"> • photographs • students book • resource person • pictures • handouts • Realia • Video • Pictures • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 136-137 • Milestone Teachers guide 56-58 • Golden tips page 178 • High Flyer page 102 • Evolving world History and Government page 145 • Gateway paper 2 page 90 	
	4	The Rise of African	The methods used by the African Nationalists to	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Discussions of methods used 	<ul style="list-style-type: none"> • Photographs • Students book 	<ul style="list-style-type: none"> • Milestone in History and 	

		Nationalism	articulate their grievances	to (a) Explain methods used by the African Nationalists to articulate their grievances	<ul style="list-style-type: none"> • Asking and answering questions • Illustrations • Note taking 	<ul style="list-style-type: none"> • Resource person • Realia • Handouts • Pictures • Documents • Videos 	<p>Government form III page 138-140</p> <ul style="list-style-type: none"> • Milestone Teachers guide 56-58 • Golden tips page 179 • High Flyer page 103 • Evolving world History and Government page 152 • Gateway paper 2 page 90 	
2	1-4	The Rise of African Nationalism	The contribution of Nelson Mandela in growth of Nationalism in south Africa	By the end of the lesson, the learner should be able to (a) Explain the role of Mandela in the growth of Nationalism in south Africa	<ul style="list-style-type: none"> • Discussing role of Nelson Mandela in growth of nationalism in south Africa • Making and taking notes • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Films • Videos • Pictures • Charts • Maps • Handouts • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 142 • Milestone Teachers guide 56-58 • Golden tips page 179 • High Flyer page 102 • Evolving world 	

							History and Government page 150	
							<ul style="list-style-type: none"> • Gateway paper 2 page 90 • 	
3	1	The lives and contributions of Kenyan Leaders	Jomo Kenyatta 1892-1978 Early life of Jomo Kenyatta	By the end of the lesson, the learner should be able to (a) Explain early life of Jomo Kenyatta	<ul style="list-style-type: none"> • Discussing the early life of Mzee Jomo Kenyatta in Kenya • Making and taking of notes • Asking and answering questions 	<ul style="list-style-type: none"> • Realia • Text books • Maps • Videos • Films • Resource person • Students book • Photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 145-146 • Milestone Teachers guide 60 • Golden tips page 181 • High Flyer page 104 • Evolving world History and Government page 155 • Gateway paper 2 page 65 • 	
	2-3	The lives and contributions of Kenya	Kenyatta's contribution in the struggle for	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Explaining and discussing the contribution in the 	<ul style="list-style-type: none"> • Photographs • Realia • Handouts 	<ul style="list-style-type: none"> • Milestone in History and Government 	

		leaders	independence	to (a) Explain Kenyatta's contribution in struggle for independence	struggle for independence <ul style="list-style-type: none"> Asking and answering questions Making and taking of notes 	<ul style="list-style-type: none"> Maps Resource person Students books Films 	<ul style="list-style-type: none"> nt form III page 147 Milestone Teachers guide 60-61 Golden tips page 181-182 High Flyer page 104 Evolving world History and Governme nt page 156-158 Gateway paper 2 page 65-66 	
	4	The lives and contributions of Kenyan leaders	Kenyatta's achievements in past independence Kenya	By the end of the lesson, the learner should be able to (a) Explain the achievements of Kenyatta in post-independent Kenya	<ul style="list-style-type: none"> Explaining Kenyatta's Achievements in Post independent Kenya Asking and answering questions Note taking 	<ul style="list-style-type: none"> Pictures Realia Videos Maps Films Text books Resource person Photograph Students book 	<ul style="list-style-type: none"> Milestone in History and Governme nt form III page 148 Milestone Teachers guide 60-61 Golden tips page 182 High Flyer page 105 Evolving world 	

							History and Governme nt page 156-158	
							<ul style="list-style-type: none"> • Gateway paper 2 page 66-67 	
4	1	The lives and contributions of Kenyan leaders	Tom Mboya – the early live of Tom mboya	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the early life of Tom Mboya</p>	<ul style="list-style-type: none"> • Discussing the early life of Tom Mboya • Asking and answering questions • Making and taking of notes • Class discussions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Films • Videos • Pictures • Text book • Scrolls • Realia • Handouts 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 149 • Milestone Teachers guide 60-61 • Golden tips page 182 • High Flyer page 105 • Evolving world History and Governme nt page 160 • Gateway paper 2 page 67-68 	
	2	The lives and contribution	The Role of Tom Mboya in	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Discussions on role of Mboya in trade 	<ul style="list-style-type: none"> • Photographs • Student book 	<ul style="list-style-type: none"> • Milestone in History and 	

		of Kenyan Leaders	Trade Unions	to (a) Explain role of Tom Mboya in unionism	<ul style="list-style-type: none"> • Asking and answering questions • Class discussions making and taking of notes • Note taking 	<ul style="list-style-type: none"> • Class discussions • Handouts • Documents • Videos • Films • Pictures 	<p>Government form III page 149-150</p> <ul style="list-style-type: none"> • Milestone Teachers guide 60-61 • Golden tips page 184 • High Flyer page 107 • Evolving world History and Government page 160-161 • Gateway paper 2 page 67-68 • 	
	3	The lives and contributions of Kenyan leaders	The role of Tom Mboya in the struggle for independence	By the end of the lesson, the learner should be able to (a) Explain Tom Mboya's contributions in the struggle for independence	<ul style="list-style-type: none"> • Explaining the role of Mboya in the struggle for independence • Class discussions • Illustrations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Resource person • Text books • Handouts • Pictures • Videos • Films • photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 150-151 • Milestone Teachers guide 60-61 • Golden tips page 184 • High Flyer 	

							<ul style="list-style-type: none"> page 107 • Evolving world History and Government page 161-162 • Gateway paper 2 page 67-68 	
	4	The lives and contribution of Kenyan Leaders	The role of Tom Mboya in the struggle for Independence	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain Tom Mboya's achievements in education, global trade unions and other fields</p>	<ul style="list-style-type: none"> • Discussing Tom Mboya's achievements in education and global trade unionism plus other fields • Asking and answering questions • Making and taking of notes 	<ul style="list-style-type: none"> • Photographs • Handouts • Realia • Videos • Films • Maps • Charts • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 152-153 • Milestone Teachers guide 60-61 • Golden tips page 184 • High Flyer page 107 • Evolving world History and Government page 162 • Gateway paper 2 page 69-70 • 	

5	1	The lives and contributions of Kenyan Leaders	Ronald Gideon Ngala - The early life of Ngala	By the end of the lesson, the learner should be able to - Explain the early life of Ngala	<ul style="list-style-type: none"> • Explaining early life of Ngala • Asking and answering questions Note taking	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Realia • Handouts • pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 152-153 • Milestone Teachers guide 60-61 • Golden tips page 184 • High Flyer page 108 • Evolving world History and Government page 162 • Gateway paper 2 page 70-71 	
	2-3	The lives and contribution of Kenyan Leaders	The role of Ronald Ngala in the struggle for independence	By the end of the lesson, the learner should be able to (a) Explain the contributions of Ronald in the struggle for independence	<ul style="list-style-type: none"> • Discussing the contributions of Ronald Ngala in the struggle for independence • Asking and answering questions • Note taking • Explanations 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Charts • Maps • Pictures • Realia • Pictures • Films • documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 153-154 • Milestone Teachers guide 60-61 • Golden 	

							<ul style="list-style-type: none"> tips page 185 • High Flyer page 108 • Evolving world History and Government page 163-165 • Gateway paper 2 page 70-71 • 	
	4	The lives and contributions of Kenyan leaders	The role of Ronald Ngala in struggle for independence	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain contributions of Ronald in the struggle for independence</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Class discussions • Asking and answering questions • Making and taking of notes 	<ul style="list-style-type: none"> • Resource person • Text books • Handouts • Realia • Videos • Films • Textbooks • Pictures • Maps • chart 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 154 • Milestone Teachers guide 60-61 • Golden tips page 185 • High Flyer page 108 • Evolving world History and Government page 163-164 • Gateway paper 2 	

							page 71	
6	1	The lives and contributions of Kenyan leaders	Jaramogi Oginga Odinga - Early life of Oginga Odinga	By the end of the lesson, the learner should be able to (a) Explain the early life of Jaramogi Oginga Odinga	<ul style="list-style-type: none"> • Discussions • Explanations • Demonstrations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photographs • Students books • Resource person • Videos • Films • Pictures • Maps • Charts • Teachers guide 	<ul style="list-style-type: none"> • • • Milestone in History and Government form III page 155-156 • Milestone Teachers guide 60-61 • Golden tips page 185 • High Flyer page 106 • Evolving world History and Government page 165 • Gateway paper 2 page 72 • 	
	2-3	The lives and contributions of Kenyan Leaders	The role of Jaramogi in the struggle for independence	By the end of the lesson, the learner should be able to (a) Explain the role of Jaramogi Oginga Odinga in the struggle for independence	<ul style="list-style-type: none"> • Disusing the role of Jaramogi Oginga Odinga in the struggle for independence • Drawings • Note taking 	<ul style="list-style-type: none"> • Photographs • Resource person • Realia • Handouts • Pictures • Maps • charts 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 158 • Milestone Teachers guide 60-61 	

							<ul style="list-style-type: none"> • Golden tips page 183 • High Flyer page 107 • Evolving world History and Government page 166 • Gateway paper 2 page 72 • 	
	4	The lives and contributions of Kenyan Leaders	The role of Jaramogi in the birth of multi-patriotism	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain role of Oginga Odinga in the birth of Multi-patriotism</p>	<ul style="list-style-type: none"> • Class discussions • Asking and answering questions • Explaining roles of Oginga in birth of multi-patriotism 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Maps • Charts • Realia • Handouts • Text books • Pictures 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 158-159 • Milestone Teachers guide 60-61 • Golden tips page 183 • High Flyer page 107 • Evolving world History and Government page 169 • Gateway 	

							paper 2 page 73	
7	1	The lives and contributions of Kenyan leaders	Daniel Arap Moi - Early Life	By the end of the lesson, the learner should be able to (a) Explain the early life of Daniel Arap Moi	<ul style="list-style-type: none"> • Describing the early life of Moi • Explanations • Illustrations • Asking and answering questions • Note taking • Class discussions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Realia • Handouts • Films • Pictures • Newspaper cuttings • documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 159-160 • Milestone Teachers guide 60-61 • Golden tips page 73-74 • High Flyer page 105 • Evolving world History and Government page 170 • Gateway paper 2 page 73-74 	
	2	The lives and contributions of Kenyan leaders	The role of Moi in the struggle of independence	By the end of the lesson, the learner should be able to (a) Explain role of Moi in struggle for independence	<ul style="list-style-type: none"> • Discussing the role of Moi in the struggle for independence • Explanation • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Resource person • Pictures • Student book • Videos • Newspaper cuttings • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 160-161 • Milestone 	

					<ul style="list-style-type: none"> • Making and taking notes • Class discussions 	<ul style="list-style-type: none"> • handouts 	<p>Teachers guide 60-61</p> <ul style="list-style-type: none"> • Golden tips page 182 • High Flyer page 105 • Evolving world History and Government page 170 • Gateway paper 2 page 74 • 	
	3-4	The lives and contributions of Kenyan leaders	The contributions of Moi in post independent Kenya	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the contributions and achievement of Daniel Arap Moi in post independent in Kenya</p>	<ul style="list-style-type: none"> • Explanation • Discussing the contributions and achievement of Daniel Arap Moi in post independent Kenya • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Realia • Handouts • Textbooks • Documents • Scrolls • Newspaper cuttings • Revision books • Charts • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 161-162 • Milestone Teachers guide 60-61 • Golden tips page 182 • High Flyer page 105 • Evolving world History and Governme 	

							<p>nt page 172</p> <ul style="list-style-type: none"> • Gateway paper 2 page 74-75 	
8	1	The formation structure and functions of the government of Kenya	<p>Electoral process</p> <ul style="list-style-type: none"> - Stages of Electoral process - Dissolution of parliament - Registration of voters 	<p>By the end of the lesson the learner should be able to</p> <p>(a) Describe the Electoral process in Kenya i.e dissolutions of parliament, registration of voters and nominations</p>	<ul style="list-style-type: none"> • Discussing the electro process in Kenya i.e dissolution of parliament, registration of voters and nominations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Realia • Teachers guide • Handouts • Videos • Films 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 163-164 • Milestone Teachers guide 63-65 • Golden tips page 186 • High Flyer page 109 • Evolving world History and Government page 174 • Gateway paper 2 page 76 	
	2	The formation structure and	<p>Nominations</p> <ul style="list-style-type: none"> - Qualifications for nominations - A president 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain</p>	<ul style="list-style-type: none"> • Discussing qualifications for nominations of a president, a parliamentary and 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Videos • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 165- 	

		functions of the government of Kenya	<ul style="list-style-type: none"> - A parliamentary candidate - A civic candidate 	<p>qualification for nominations of</p> <p>A president</p> <p>A parliamentary candidate and civic candidate</p>	<p>civic candidate in Kenya</p> <ul style="list-style-type: none"> • Explanations • Note taking 	<ul style="list-style-type: none"> • Teachers guide • Videos • Films • Videos • Handouts • Pictures • Newspaper cuttings 	<p>166</p> <ul style="list-style-type: none"> • Milestone Teachers guide 63-65 • Golden tips page 186 • High Flyer page 109 • Evolving world History and Government page 174 • Gateway paper 2 page 76-77 	
	3	The formation structure and functions of the government of Kenya	<p>Electoral process</p> <ul style="list-style-type: none"> - Presentation of nomination papers - Campaigns - polling 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) explain the remaining stages in the electoral process i.e presentation of nomination papers, campaigns and polling</p>	<ul style="list-style-type: none"> • Discussing the remaining stages in the electoral process in Kenya • Explanations • asking and answering questions • Note taking 	<ul style="list-style-type: none"> • photographs • students book • Resource person • Handouts • Realia • Pictures • Videos • Films • Documents 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 166-168 • Milestone Teachers guide 63-65 • Golden tips page 186-188 • High Flyer page 109 • Evolving world History 	

							and Governme nt page 174-177	
							<ul style="list-style-type: none"> • Gateway paper 2 page 78 	
	4	The formation structure and functions of the government of Kenya	<p>Circumstances that can lead to a by election</p> <p>The importance of election</p> <p>Functions of electro commission of Kenya</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the circumstances that can lead to a by-election</p> <p>(b) Importance of elections and the functions of the electro commission of Kenya</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Videos • Resource person • Videos • Documents • Handouts • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form III page 168-170 • Milestone Teachers guide 63-65 • Golden tips page 187 • High Flyer page 109 • Evolving world History and Governme nt page 177 • Gateway paper 2 page 77-79 	
9	1	The formation structure and	The formation of government	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Explanations • Listening to resource person 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Governme 	

		functions of the government of Kenya	- The process of formations of a government	to (a) Explain process of formation of a government	<ul style="list-style-type: none"> Asking and answering questions 	<ul style="list-style-type: none"> Realia Handouts Videos Documents Newspaper cuttings Revision books 	<ul style="list-style-type: none"> nt form III page 170-171 Milestone Teachers guide 63-65 Golden tips page 188 High Flyer page 110 Evolving world History and Governme nt page 179 Gateway paper 2 page 79 	
2	The formation structure and functions of the government of Kenya	The structure and functions of the Government of Kenya - Legislature - The composition - The functions of legislature	By the end of the lesson, the learner should be able to (a) Describe the structure and function of the legislature	<ul style="list-style-type: none"> Description Explanations Listening to resource person Asking and answering questions 	<ul style="list-style-type: none"> Photographs Students book Resource person Handouts Realia Newspaper cuttings Revision books 	<ul style="list-style-type: none"> Milestone in History and Governme nt form III page 171-174 Milestone Teachers guide 63-65 Golden tips page 188 High Flyer page 110 Evolving 		

							<ul style="list-style-type: none"> world History and Government page 180 • Gateway paper 2 page 79-80 • 	
	3	The formation structure and functions of the government of Kenya	The law of making process	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the process of making law</p>	<ul style="list-style-type: none"> • Explanations • Note making and taking • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Handouts • Realia • Videos 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 174-175 • Milestone Teachers guide 63-65 • Golden tips page 188-189 • High Flyer page 117 • Evolving world History and Government page 185 • Gateway paper 2 page 79-80 	
							<ul style="list-style-type: none"> • • Milestone 	

	4	The formation structure and functions of the government of Kenya	Parliamentary Supremacy	By the end of the lesson, the learner should be able to (a) Explain the parliamentary supremacy	<ul style="list-style-type: none"> • Note taking • Demonstrations • Illustrations • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Realia • Handouts • Documents • Newspaper cuttings • Constitution • Picture 	<p>in History and Government form III page 174-175</p> <ul style="list-style-type: none"> • Milestone Teachers guide 63-65 • Golden tips page 189 • High Flyer page 118 • Evolving world History and Government page 185 • Gateway paper 2 page 79-80 • 	
10	1	The formation structure and functions of the government of Kenya	The executive - The powers and functions of the president	By the end of the lesson, the learner should be able to (a) Explain the power and functions of president	<ul style="list-style-type: none"> • Explanations • Descriptions • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Resource person • Realia • Handouts • Documents • Constitution • Revision text books • Charts • Maps • Photographs • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 175-176 • Milestone Teachers guide 63-65 • Golden tips page 	

							<ul style="list-style-type: none"> 189 • High Flyer page 110 • Evolving world History and Government page 189 • Gateway paper 2 page 81-82 	
	2	The formation structure and functions of the government of Kenya	The composition and functions of cabinet	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain composition and function of the cabinet</p>	<ul style="list-style-type: none"> • Explaining composition of cabinet • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Documents • Realia • Constitution • Videos • Pictures • Charts • Resource person • Student book • photograph 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 177 • Milestone Teachers guide 63-65 • Golden tips page 190 • High Flyer page 111 • Evolving world History and Government page 192 • Gateway paper 2 page 82 • 	

	3	The formation structure and functions of the government of Kenya	The composition and functions of civil service i.e PC, DC	By the end of the lesson, the learner should be able to (a) Explain the composition and functions of the cabinet	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Making and taking of notes 	<ul style="list-style-type: none"> • Resource person • Constitution • Realia • Handouts • Pictures • Videos • Constitution of Kenya • Charts • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 178-180 • Milestone Teachers guide 63-65 • Golden tips page 190 • High Flyer page 112 • Evolving world History and Government page 193 • Gateway paper 2 page 82 • 	
	4	The formation structure and functions of the government of Kenya	Parliamentary Supremacy	By the end of the lesson, the learner should be able to (a) Explain parliamentary supremacy	<ul style="list-style-type: none"> • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Resource person • Photographs • Students books • Resource person • Constitution of Kenya • Handouts • Videos • Charts • Maps 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 175 • Milestone Teachers guide 63-65 • Golden tips page 	

							<ul style="list-style-type: none"> 189 • High Flyer page 118 • Evolving world History and Government page 187 • Gateway paper 2 page 81 • 	
11	1	The formation structure and functions of the government of Kenya	<p>The executive</p> <ul style="list-style-type: none"> - The powers and functions of the president 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the powers and functions of the president</p>	<ul style="list-style-type: none"> • Explanations • Discussions • descriptions 	<ul style="list-style-type: none"> • photographs • students book • Resource person • Handouts • Realia • Constitution of Kenya • Videos • Pictures • Charts 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 175-176 • Milestone Teachers guide 63-65 • Golden tips page 189 • High Flyer page 110 • Evolving world History and Government page 189 • Gateway paper 2 page 81- 	

							82	
	2-4	The formation structure and functions of the government of Kenya	The composition and functions of cabinet	By the end of the lesson, the learner should be able to (a) Explain composition and functions of cabinet	<ul style="list-style-type: none"> Explaining the composition and functions of the cabinet Illustrations Asking and answering questions 	<ul style="list-style-type: none"> Resource person Pictures Constitution of Kenya Charts Videos photographs 	<ul style="list-style-type: none"> • • • Milestone in History and Government form III page 177 • Milestone Teachers guide 63-65 • Golden tips page 190 • High Flyer page 111 • Evolving world History and Government page 192 • Gateway paper 2 page 82-84 • 	
12	1	The formation structure and functions of the government of Kenya	The Armed forces - Composition of armed forces - Functions of the armed forces	By the end of the lesson, the learner should be able to (a) Explain the composition and the functions of the armed forces	<ul style="list-style-type: none"> Explanations Asking and answering of questions Note taking 	<ul style="list-style-type: none"> Photographs Students book Resource person Handouts Realia Pictures Constitution of Kenya Revision book 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 182-183 • Milestone Teachers guide 63- 	

							<ul style="list-style-type: none"> 65 • Golden tips page 190 • High Flyer page 113 • Evolving world History and Government page 191-192 • Gateway paper 2 page 82-84 	
	2	The formation structure and functions of the government of Kenya	<p>The Police</p> <ul style="list-style-type: none"> - The composition of police force 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) List the compositions of the police force</p>	<ul style="list-style-type: none"> • Identifying the police force • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Resource person • Handouts • Realia • Pictures • Newspaper cuttings • Constitution of Kenya • photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 184 • Milestone Teachers guide 63-65 • Golden tips page 192 • High Flyer page 114 • Evolving world History and Government page 199 • Gateway 	

							paper 2 page 84- 85	
	3	The formation structure and functions of the government of Kenya	The functions of the police force	By the end of the lesson, the learner should be able to (a) Explain the functions of the police force (b) Explain the challenges facing the police force	<ul style="list-style-type: none"> • Discussing the functions of the police force • Note taking • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Students book • Resource person • Documents • Videos • Pictures • Constitution of Kenya • Handouts • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 184 • Milestone Teachers guide 63-66 • Golden tips page 192 • High Flyer page 114 • Evolving world History and Government page 199-200 • Gateway paper page 85 	
	4	The formation structure and functions of the government of Kenya	The prisons department - Functions - challenges	By the end of the lesson, the learner should be able to (a) explain the functions of prisons and challenges facing the prisons department	<ul style="list-style-type: none"> • Explanations • Discussions • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Documents • Resource person • Handouts • Newspaper cuttings • Constitution of Kenya • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 184-185 • Milestone Teachers guide 63-66 	

							<ul style="list-style-type: none"> • Golden tips page 193 • High Flyer page 115 • Evolving world History and Government page 202-204 • Gateway paper page 85-86 	
13	1	The formation structure and functions of the government of Kenya	The challenges facing the police departments	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the challenges facing the police department</p>	<ul style="list-style-type: none"> • Explaining • Discussions • Illustrations • Demonstrating • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Documents • Charts • Maps • Handouts • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 184-185 • Milestone Teachers guide 63-66 • Golden tips page 192 • High Flyer page 114 • Evolving world History and Government page 200-201 • Gateway 	

							paper page 86	
	2	The formation structure and functions of the government of Kenya	<p>The Judiciary</p> <ul style="list-style-type: none"> - The functions of the Chief Justice - The functions of the attorney General 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of Chief Justice and the Attorney General</p>	<ul style="list-style-type: none"> • Discussions • Illustrations • Note taking • Asking and answering questions • Explaining 	<ul style="list-style-type: none"> • Pictures • Students book • Resource person • Documents • Realia • Handouts • Videos • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 188-190 • Milestone Teachers guide 63-66 • Golden tips page 194 • High Flyer page 119 • Evolving world History and Government page 204-208 • Gateway paper page 86 	
	3	The formation structure and functions of the government of Kenya	<p>The structure and functions of the Court system in Kenya</p> <p>The court of appeal</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of the court Appeal and the High court</p>	<ul style="list-style-type: none"> • Explaining the functions • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Pictures • Charts • Documents • Resource person • Student book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form III page 190-193 • Milestone Teachers guide 63-66 	

							<ul style="list-style-type: none"> • Golden tips page 194 • High Flyer page 120 • Evolving world History and Government page 200-211 • Gateway paper page 88 	
	4	<p>The formation structure and functions of the government of Kenya</p>	<p>The functions of the Chief Magistrate's court</p> <p>The resident magistrates court</p> <p>The district magistrate's court</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of the Chief Magistrate's court, the resident magistrates, the district magistrates Court</p>	<ul style="list-style-type: none"> • Discussing functions • Explanations • Asking and answering questions • Note taking • 	<ul style="list-style-type: none"> • Students book • Resource person • Charts • Documents • Photographs • Teachers guide • 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 193-194 • Milestone Teachers guide 63-66 • Golden tips page 195 • High Flyer page 121 • Evolving world History and Government page 212-211 • Gateway paper 	

							page 88-89	
14	1	The formation structure and functions of the government of Kenya	The functions of <ul style="list-style-type: none"> - The Kadhis court - The court martial - Industrial court - Special tribunal 	By the end of the lesson, the learner should be able to <p>(a) Explain the functions of Kadhi's court, the court martial, industrial court and special tribunals</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Note taking • 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Charts • Pictures • Realia • Documents 	<ul style="list-style-type: none"> • • Milestone in History and Government form III page 194-195 • Milestone Teachers guide 63-66 • Golden tips page 195 • High Flyer page 121-122 • Evolving world History and Government page 213-217 • Gateway paper page 88-89 	
	2	The formation structure and functions of the government of Kenya	The development of the Judiciary <ul style="list-style-type: none"> - The rule of law - The concept of National Justice 	By the end of the lesson, the learner should be able to <p>(a) Analyze the independence of the judiciary and the concept of</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Note taking • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Resource person • Pictures • Realia • Handouts • Documents • Teachers guide • charts 	<ul style="list-style-type: none"> • • • Milestone in History and Government form III page 195-197 • Milestone 	

				rule of law and national Justice			<ul style="list-style-type: none"> Teachers guide 64-66 Golden tips page 195 High Flyer page 122-123 Evolving world History and Government page 217-221 Gateway paper page 88-89 	
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END OF TERM THREE EXAMINATIONS

**SCHEMES OF WORK
HISTORY FORM FOR
TERM I**

1	1	World Wars	<ul style="list-style-type: none"> - The first world war (1914-1918) - Causes of the first world war 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the causes of the first world war</p>	<ul style="list-style-type: none"> • Discussing the causes of the first world war • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Photographs • Students book • Resource persons 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 1-7 • Milestone Teachers guide 29-30 • High Flyer series page 125 • Evolving world History 	
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							<ul style="list-style-type: none"> and Government page 1-7 • Gateway paper 2 page 92 • Explore, Students book 4 page 1-10 • Golden tips pages 197 • 	
	2-3	World wars	<p>The cause of the war</p> <ul style="list-style-type: none"> - The western front - Eastern front - The war at sea - The peace treaties 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Describe the course of the first world war in the western front, Eastern Front , at sea and the peace treaties entered into</p>	<ul style="list-style-type: none"> • Discussing the course of the war on the Eastern and western fronts, wars at the sea and the peace treaties entered into 	<ul style="list-style-type: none"> • Charts • Maps • Resource persons • Students book • Photographs 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 7-14 • Milestone Teachers guide 29-31 • High Flyer series page 126-127 • Evolving world History and Government page 1-7 • Gateway paper 2 page 92-94 	<ul style="list-style-type: none"> •

							<ul style="list-style-type: none"> • Explore, Students book 4 page 11-19 • Golden tips pages 197-198 • 	
	4	World Wars	Results of the first world war	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons for the formation of league of Nations</p> <p>(b) Describe the covenant and organization of the league of Nations</p>	<ul style="list-style-type: none"> • Discussing the results of the first world war • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Students book • Maps • documents 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 14-16 • Milestone Teachers guide 29-31 • High Flyer series page 127-128 • Evolving world History and Government page 16-17 • Gateway paper 2 page 94-95 • Explore, Students book 4 page 19-22 	•

							<ul style="list-style-type: none"> • Golden tips pages 198 • 	
2	1	World Wars	<p>The League of nations</p> <ul style="list-style-type: none"> - Formation - The covenant of the league - Organization of the league 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the reasons for the formation of League of Nations</p> <p>(b) Describe the covenant and organizations of the league of nations</p>	<ul style="list-style-type: none"> • Discussing the formation, covenant and organization of the league of nations • Asking and answering of questions 	<ul style="list-style-type: none"> • Photos • Maps • Students book • Charts • documents 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 16-18 • Milestone Teachers guide 29-31 • High Flyer series page 127-128 • Evolving world History and Government page 17-20 • Gateway paper 2 page 95 • Explore, Students book 4 page 23-27 • Golden tips pages 198-199 • 	
							<ul style="list-style-type: none"> • • Milestone 	

2	World wars	<ul style="list-style-type: none"> - Performance of the league of nations - The failures of the leagues of Nations 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Analyse the performance of the league of Nations (b) Analyse the failures of the league of Nations 	<ul style="list-style-type: none"> • Discussing the performance and failures of the league of Nations • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Photographs • Documents • Student book 	<p>in History and Government form IV page 18-20</p> <ul style="list-style-type: none"> • Milestone Teachers guide 29-31 • High Flyer series page 128-129 • Evolving world History and Government page 20-23 • Gateway paper 2 page 95-96 • Explore History, Students book 4 page 27-31 • Golden tips pages 199-200 • • 	
3-4	World wars	<p>The second world war</p> <ul style="list-style-type: none"> - The causes of the second world war 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussing the causes of the second world war • Asking and 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form IV 	

				(a) Explain the cause of the second world war	answering of questions	<ul style="list-style-type: none"> Students book 	<ul style="list-style-type: none"> page 18-20 Milestone Teachers guide 29-31 High Flyer series page 128-129 Evolving world History and Government page 23-27 Gateway paper 2 page 95-96 Explore History, Students book 4 page 27-31 Golden tips pages 200 	
3	1	World Wars	<p>The course of the second world war</p> <ul style="list-style-type: none"> Invasion of Denmark and Norway The fall of France 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Describe the cause of the second world war i.e invasion of</p>	<ul style="list-style-type: none"> Discussing the cause of the second world war i.e invasion of Denmark and Norway and the fall of France 	<ul style="list-style-type: none"> Maps Photographs Students book Films 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 26-28 Milestone Teachers 	

				Denmark and Norway and fall of France			<ul style="list-style-type: none"> guide 29-31 • High Flyer series page 129 • Evolving world History and Government page 27-30 • Gateway paper 2 page 97 • Explore History, Students book 4 page 35-37 • Golden tips pages 200 • 	
	2	World wars	<ul style="list-style-type: none"> - The battle of Britain - War in the Balkans - War in North Africa 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Describe the course of the second world war i.e the battle of Britain war in the Balkans and North Africa</p>	<ul style="list-style-type: none"> • Explaining the battle of Britain and North Africa • Describing war in Balkans • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Videos 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 28-30 • Milestone Teachers guide 29-31 • High Flyer series page 129 • Evolving 	

							<p>world History and Government page 31-32</p> <ul style="list-style-type: none"> • Gateway paper 2 page 97-98 • Explore History, Students book 4 page 37-38 • Golden tips pages 200 • 	
	3	World Wars	<ul style="list-style-type: none"> - The invasion of the USSR operations (Barbarossa) - The defeat of Germany - The Nazi rule in Europe 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Discuss the invasion of USSR (b) Explain the defeat of Germany (c) Describe the Nazi rule in Europe 	<ul style="list-style-type: none"> • Discussing the invasion of USSR and factors leading to German's defeat • Discussing the Nazi rule in Europe 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Video • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 30-31 • Milestone Teachers guide 29-31 • High Flyer series page 130 • Evolving world History and Government page 	

							<ul style="list-style-type: none"> 32-33 • Gateway paper 2 page 98 • Explore History, Students book 4 page 39-40 • Golden tips pages 200 • 	
	4	World Wars	<ul style="list-style-type: none"> - War with Japan - Effects of the second world war 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Discuss war with Japan (b) Explain the results of the second world war 	<ul style="list-style-type: none"> • Discussing war with japan • Explaining effects of second world war • Asking and answering questions 	<ul style="list-style-type: none"> • Maps • Videos • Students book • Charts 	<ul style="list-style-type: none"> • • Milestone in History and Governme nt form IV page 32-35 • Milestone Teachers guide 29-31 • High Flyer series page 130-131 • Evolving world History and Governme nt page 33-37 • Gateway paper 2 page 98-100 	

							<ul style="list-style-type: none"> • Explore History, Students book 4 page 41-43 • Golden tips pages 201 • 	
4	1	International Relations	<p>International organizations</p> <ul style="list-style-type: none"> - The united nations organization (UNO) - Formation - The UNO charter - The UNO membership 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the reasons for the formation of the United Nations (b) Explain the UN charter and its membership 	<ul style="list-style-type: none"> • Discussing the formation and membership of the UN • Explaining the UN charter and its membership • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Charts • Students book 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 37-40 • Milestone Teachers guide 33-34 • High Flyer series page 131 • Evolving world History and Government page 39-44 • Gateway paper 2 page 101 • Explore History, Students book 4 page 44-47 	

							<ul style="list-style-type: none"> • Golden tips pages 202-203 • 	
	2	International Relations	<ul style="list-style-type: none"> - The objectives of the UN - Organization of the UN 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the organization of the UN (b) Explain the objectives of the UN 	<ul style="list-style-type: none"> • Explaining the objectives and the organizations of the UN • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Maps • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 40-43 • Milestone Teachers guide 33-34 • High Flyer series page 131-132 • Evolving world History and Government page 39-44 • Gateway paper 2 page 101-102 • Explore History, Students book 4 page 47-54 • Golden tips pages 203 • 	

4	3	International Relations	The performance of the UN	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the performance of the UN</p>	<ul style="list-style-type: none"> • Discussing the performance of the UN • Asking and answering of questions 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 43-45 • Milestone Teachers guide 33-35 • High Flyer series page 132-133 • Evolving world History and Government page 50-55 • Gateway paper 2 page 102-103 • Explore History, Students book 4 page 54-56 • Golden tips pages 204 	
	4	International Relations	The challenges that the UN faces	<p>By the end of the lesson, the learner should be able</p>	<ul style="list-style-type: none"> • Explain the challenges facing 	<ul style="list-style-type: none"> • Maps • Photographs 	<ul style="list-style-type: none"> • Milestone in History and 	

				to (a) Explain the challenges that the UN faces	theUN • Asking and answering of questions	<ul style="list-style-type: none"> • Films • Students book 	<p>Government form IV page 45-46</p> <ul style="list-style-type: none"> • Milestone Teachers guide 33-35 • High Flyer series page 133 • Evolving world History and Government page 55-56 • Gateway paper 2 page 102-103 • Explore History, Students book 4 page 56-57 • Golden tips pages 204 • 	
5	1	International Relations	The commonwealth - Formations - Membership and their characteristics	By the end of the lesson, the learner should be able to (a) Explain the formation of the commonwealth	<ul style="list-style-type: none"> • Explaining the formation and membership of commonwealth • Discussing the characteristics of member states of 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 46-48 • Milestone 	

				<p>(b) Explain the membership of the commonwealth</p> <p>(c) Describe the characteristics of member states</p>	the commonwealth		<p>Teachers guide 33-35</p> <ul style="list-style-type: none"> • High Flyer series page 133-134 • Evolving world History and Government page 56-60 • Gateway paper 2 page 104-105 • Explore History, Students book 4 page 58-60 • Golden tips pages 204-205 	
2	International Relations	<ul style="list-style-type: none"> - The functions of the commonwealth - Challenges that the commonwealth faces 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of the commonwealth</p> <p>(b) Explain the challenges commonwealth faces</p>	<ul style="list-style-type: none"> • Explaining the functions and challenges of the commonwealth 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 48-49 • Milestone Teachers guide 33-35 • High Flyer series 		

							<ul style="list-style-type: none"> page 134 • Evolving world History and Government page 56-60 • Gateway paper 2 page 104-105 • Explore History, Students book 4 page 60-62 • Golden tips pages 204-205 	
	3	International Relations	<p>Non-Aligned movement</p> <ul style="list-style-type: none"> - The formation - Reasons for the formation 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the formation of non-aligned movement giving reasons for its formation</p>	<ul style="list-style-type: none"> • The reasons for the formation of Non-aligned movement 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 49-51 • Milestone Teachers guide 33-35 • High Flyer series page 136-137 • Evolving world History and 	

							<ul style="list-style-type: none"> Government page 62-70 • Gateway paper 2 page 106-107 • Explore History, Students book 4 page 64-68 • Golden tips pages 205-206 • 	
	4	International Relations	<p>The performance of the Non-aligned movement</p> <p>The challenges of the Non-Aligned movement</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the performance of the Non-Aligned movement (b) Describe the challenges facing the non-Aligned movement 	<ul style="list-style-type: none"> • Discussing the Performance of the non-Aligned movement • Describe the challenges facing the Non-Aligned movements 	<ul style="list-style-type: none"> • Maps • Photographs • Films • Students book 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 51-52 • Milestone Teachers guide 33-35 • High Flyer series page 137-138 • Evolving world History and Government page 70-74 • Gateway 	

							<p>paper 2 page 106-107</p> <ul style="list-style-type: none"> • Explore History, Students book 4 page 68-69 • Golden tips pages 206 • 	
6	1	International Relations	<p>The cold war</p> <ul style="list-style-type: none"> - Causes of cold war - Characteristics of cold war 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the causes of the cold war (b) Explain the characteristics of cold war 	<ul style="list-style-type: none"> • Discussing the cold war • Explaining the causes and characteristics of the cold war 	<ul style="list-style-type: none"> • Photographs • Maps • Students book • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 52-54 • Milestone Teachers guide 33-35 • High Flyer series page 134-135 • Evolving world History and Government page 74-79 • Gateway paper 2 page 107-109 • Explore 	

							<p>History, Students book 4 page 70-71</p> <ul style="list-style-type: none"> • Golden tips pages 206-207 • 	
	2-3	International Relations	The steps that USA took to strengthen ties with Allies	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the steps that USA took to strengthen ties with allies</p>	<ul style="list-style-type: none"> • Discussing and explaining the steps the USA took in order to strengthen ties with allied nations • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Maps • Students book • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 54 • Milestone Teachers guide 33-35 • High Flyer series page 135 • Evolving world History and Government page 79-84 • Gateway paper 2 page 109 • Explore History, Students book 4 page 72 • Golden tips pages 207 	

	4	International Relations	<ul style="list-style-type: none"> - Steps taken by USA to strengthen ties with Allies 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the steps that USSR took to strengthen ties with Allies</p>	<ul style="list-style-type: none"> • Discussing and explaining the steps taken by USSR to strengthen ties with allied nations • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Maps • Students book • teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 55 • Milestone Teachers guide 33-35 • High Flyer series page 135 • Evolving world History and Government page 81-82 • Gateway paper 2 page 109-110 • Explore History, Students book 4 page 75 • Golden tips pages 207 	
7	1	International Relations	<p>The causes of the cold war</p> <ul style="list-style-type: none"> - War in Vietnam and Cuba 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the causes of the cold</p>	<ul style="list-style-type: none"> • Discussing and explaining the causes of cold war in Vietnam and Cuba 	<ul style="list-style-type: none"> • Photographs • Maps • Student book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 55-56 	

				war in Vietnam and Cuba			<ul style="list-style-type: none"> • Milestone Teachers guide 33-35 • High Flyer series page • Evolving world History and Government page 83 • Gateway paper 2 page 109-110 • Explore History, Students book 4 page 73-74 • Golden tips pages 207 	
	2	International Relations	War in Europe and Angola	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the course of cold war in Europe and Angola</p>	<ul style="list-style-type: none"> • Discussing the case of cold war in Europe and Angola • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Maps • Students book • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 56-57 • Milestone Teachers guide 33-35 • High Flyer series page 136 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 83 • Gateway paper 2 page 135 • Explore History, Students book 4 page 76- • Golden tips pages 207 • 	
	3	International Relations	- Decline of the cold war	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the main events that led to the decline and end of the Cold war</p>	<ul style="list-style-type: none"> • Explaining the main events that led to the decline and the end of the cold war • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Maps • Students book • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 57-58 • Milestone Teachers guide 33-35 • High Flyer series page 136 • Evolving world History and Government page 83 • Gateway paper 2 	

							<ul style="list-style-type: none"> page 111 • Explore History, Students book 4 page 76-79 • Golden tips pages 207-208 	
	4	International Relations	Effects of the cold war	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the effects of cold war</p>	<ul style="list-style-type: none"> • Discussing the effects of cold war • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 58-59 • Milestone Teachers guide 33-35 • High Flyer series page 136 • Evolving world History and Government page 83-85 • Gateway paper 2 page 111 • Explore History, Students book 4 page 79-80 	

							<ul style="list-style-type: none"> • Golden tips pages 208 	
8	1	Co-operation in Africa	<p>Pan-Africanism</p> <ul style="list-style-type: none"> - The origin of Pan-Africanism - Aims of Pan-Africanism - Development of Pan-Africanism 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the origin and aims of Pan-Africanism (b) Discuss the development of Pan-Africanism 	<ul style="list-style-type: none"> • Explaining the meaning of co-operation in Africa • Discussing the origin of Pan-Africanism • Explaining the aims and development of Pan-Africanism • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 60-62 • Milestone Teachers guide 37-38 • High Flyer series page 138-139 • Evolving world History and Government page 86-92 • Gateway paper 2 page 112-114 • Explore History, Students book 4 page 81-82 • Golden tips pages 209 • 	

	2-3	Co-operation in Africa	<ul style="list-style-type: none"> - Pan-Africanism after 1945 - The south pan-African conference (1945) - The Africa pan-African conference (1958) 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the activities of Pan-Africanism after 1945 i.e the sixth and Accra Pan-African Conference</p>	<ul style="list-style-type: none"> • Explaining the activities of Pan-Africanism after 1945 i.e the sixth pan-African conference and Accra Pan-African Conference (1958) 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • • • Milestone in History and Government form IV page 62-64 • Milestone Teachers guide 37-38 • High Flyer series page 139-140 • Evolving world History and Government page 92-94 • Gateway paper 2 page 114 • Explore History, Students book 4 page 83 • Golden tips pages 210 • 	
	4	Co-operation in Africa	<ul style="list-style-type: none"> - Addis Ababa pan-African Conference (1960-1963) 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Explaining the activities of Pan-Africanism after 	<ul style="list-style-type: none"> • Photographs • Charts • Students book 	<ul style="list-style-type: none"> • • Milestone in History and Government 	

			<ul style="list-style-type: none"> - The performance of Pan-Africanism 	<p>to</p> <ul style="list-style-type: none"> (a) Explain the activities of Pan-Africanism after 1945 (b) Discuss the performance of pan-Africanism 	<p>1945</p> <ul style="list-style-type: none"> • Discussing the performance of Pan-Africanism 	<ul style="list-style-type: none"> • Gateway Revision paper 2 	<p>nt form IV page 64</p> <ul style="list-style-type: none"> • Milestone Teachers guide 37-38 • High Flyer series page 140 • Evolving world History and Government page 95-98 • Gateway paper 2 page 114 • Explore History, Students book 4 page 83-84 • Golden tips pages 210 	
9	1	Co-operation in Africa	<ul style="list-style-type: none"> - Organization of African Unity OAU - Formation of OAU - Objectives of OAU 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the formation of OAU (b) Describe its membership and objectives 	<ul style="list-style-type: none"> • Explaining formation of OAU • Discussing its membership and objectives • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 64-67 • Milestone Teachers guide 37-38 • High Flyer 	

							<ul style="list-style-type: none"> series page 140 • Evolving world History and Government page 98-100 • Gateway paper 2 page 114-115 • Explore History, Students book 4 page 85-87 • Golden tips pages 210-211 	
	2	Co-operation in Africa	<ul style="list-style-type: none"> - Structure of OAU - Performance of OAU - Challenges facing OAU 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Describe the structure and performance of OAU (b) Explain the challenges facing the OAU 	<ul style="list-style-type: none"> • Discussing the structure and performance of OAU • Explaining the challenges facing OAU • Asking and answering of Questions 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 67-70 • Milestone Teachers guide 37-38 • High Flyer series page 140 • Evolving world History and 	

							<ul style="list-style-type: none"> Government page 101-104 • Gateway paper 2 page 115-116 • Explore History, Students book 4 page 87-88 • Golden tips pages 211-212 • 	
	3	Co-operation in Africa	<p>The African Union</p> <ul style="list-style-type: none"> - Formation of African Union - Objectives of the African Union - The Structure of African Union 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the formation, objectives and the structure of the African Union</p>	<ul style="list-style-type: none"> • Explaining formation and objectives of African Union • Discussing the structure of the African Union 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 70-72 • Milestone Teachers guide 37-38 • High Flyer series page 141-142 • Evolving world History and Government page 104-109 • Gateway 	

							<p>paper 2 page 116-118</p> <ul style="list-style-type: none"> • Explore History, Students book 4 page 88-93 • Golden tips pages 212-213 	
	4	Co-operation in Africa	<p>The east African Community (EAC)</p> <ul style="list-style-type: none"> - The formation of the EAC - The objectives of the EAC - The organizations of the EAC 	<p>By the end of the lesson, the learner should be able to</p> <p>(a)e explain the formation, objectives and the organization of the EAC</p>	<ul style="list-style-type: none"> • Discussing the formation of EAC • Explaining the objectives and organization of the East African Community 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 72-74 • Milestone Teachers guide 37-39 • High Flyer series page 143-144 • Evolving world History and Government page 109-109 • Gateway paper 2 page 118-112 • Explore History, 	

							<p>Students book 4 page 94-95</p> <ul style="list-style-type: none"> • Golden tips pages 214 	
10	1	Co-operation in Africa	The challenges facing the EAC	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the challenges facing the EAC up to 1977</p>	<ul style="list-style-type: none"> • Discussing and explaining the EAC up to 1977 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 74-76 • Milestone Teachers guide 37-39 • High Flyer series page 144 • Evolving world History and Government page 112-113 • Gateway paper 2 page 119-120 • Explore History, Students book 4 page 95-96 • Golden tips pages 	

							214	
	2	Co-operation in Africa	<p>The rebirth of EAC in 2001</p> <ul style="list-style-type: none"> - Formation - Objectives of EAC - Principles of EAC after rebirth 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the rebirth and objectives of EAC (b) Describe the principles of EAC after rebirth 	<ul style="list-style-type: none"> • Explaining the rebirth and objectives of EAC • Describing the principles of EAC after rebirth 	<ul style="list-style-type: none"> • Photographs • Charts • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 76 • Milestone Teachers guide 37-39 • High Flyer series page143-144 • Evolving world History and Government page 113-115 • Gateway paper 2 page 120 • Explore History, Students book 4 page 96-99 • Golden tips pages 214-215 	
	3	Co-operation in Africa	<p>Organization of EAC</p> <ul style="list-style-type: none"> - Performance 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the 	<ul style="list-style-type: none"> • Discussing the organization of EAC, its challenges and 	<ul style="list-style-type: none"> • Photographs • Charts • Students book 	<ul style="list-style-type: none"> • Milestone in History and Governme 	

			- Challenges facing EAC	organization, challenges and performance of EAC	performance	<ul style="list-style-type: none"> Gateway revision paper 2 	<ul style="list-style-type: none"> nt form IV page 77-78 Milestone Teachers guide 37-39 High Flyer series page144 Evolving world History and Governme nt page 115-117 Gateway paper 2 page 120-121 Explore History, Students book 4 page 99-101 Golden tips pages 215 	
4	Co-operation in Africa	ECOWAS <ul style="list-style-type: none"> Formation of ECOWAS Aims of its formation Organizations of ECOWAS 	By the end of the lesson ,the learner should be able to <ul style="list-style-type: none"> (a) Explain the formation, objectives and organization of 	<ul style="list-style-type: none"> Explaining the formation of ECOWAS Discussing the aims of ECOWAS Explaining the organization of ECOWAS 	<ul style="list-style-type: none"> Maps Charts Photographs Students book 	<ul style="list-style-type: none"> Milestone in History and Governme nt form IV page 78-79 Milestone Teachers 		

				ECOWAS			<p>guide 37-39</p> <ul style="list-style-type: none"> • High Flyer series page145 • Evolving world History and Government page 115-117 • Gateway paper 2 page 121-122 • Explore History, Students book 4 page 102-104 • Golden tips pages 216 	
11	1	Co-operation in Africa	<ul style="list-style-type: none"> - Performance of ECOWAS - Challenges facing ECOWAS 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Discuss the performance of ECOWAS (b) Explain the challenges facing ECOWAS 	<ul style="list-style-type: none"> • Discussing the performance of ECOWAS • Explaining the challenges facing ECOWAS 	<ul style="list-style-type: none"> • Charts photographs • Students book • Gateway Revision paper 2 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 79-80 • Milestone Teachers guide 37-39 • High Flyer series page145 • Evolving 	

							<p>world History and Government page 118-120</p> <ul style="list-style-type: none"> • Gateway paper 2 page 123 • Explore History, Students book 4 page 104-106 • Golden tips pages 216 • 	
	2	Co-operation in Africa	<p>COMESA</p> <ul style="list-style-type: none"> - Formation of COMESA - The organization of COMESA - Functions of COMESA 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the formation and organization of COMESA (b) State the functions of COMESA 	<ul style="list-style-type: none"> • Discussing the formation of COMESA • Explaining the organization of COMESA • Stating its functions 	<ul style="list-style-type: none"> • Maps • Charts • Photographs • Students book • Gateway revision paper 2 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 80-83 • Milestone Teachers guide 37-39 • High Flyer series page 145-146 • Evolving world History and Government page 	

							<ul style="list-style-type: none"> 120-124 • Gateway paper 2 page 123 • Explore History, Students book 4 page 107-108 • Golden tips pages 217 	
	3	Co-operation in Africa	<ul style="list-style-type: none"> - Performance of COMESA - Achievements of COMESA - Challenges of COMESA 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the performance, achievements and challenges facing COMESA</p>	<ul style="list-style-type: none"> • Explaining the performance of COMESA • Explaining the achievements of COMESA • Discussing the challenges facing COMESA 	<ul style="list-style-type: none"> • Photographs • Students book • Gateway Revision • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 83 • Milestone Teachers guide 37-39 • High Flyer series page 147 • Evolving world History and Government page 124-127 • Gateway paper 2 page 124 • Explore History, Students book 4 	

							page 109-110 • Golden tips pages 218-219	
	4	National Philosophies (Kenya)	African socialism - Origin of African Socialism - Development of African socialism - The aims and principles of African socialism	By the end of the lesson, the learner should be able to (a) Explain the origin of socialism (b) Explain the development, aims and principles of African Socialism	• Explaining the origin of African socialism • Discussing the development, aims and principles of African Socialism	• Photographs • Students book • Gateway Revision paper 2 • charts	• • Milestone in History and Government form IV page 85-86 • Milestone Teachers guide High Flyer series page 147-148 • Evolving world History and Government page 128-132 • Gateway paper page 92-94 • Explore History, Students book 4 page 111-115 • Golden tips pages 220	

12	1	National Philosophies (Kenya)	<p>Harambee Philosophy</p> <ul style="list-style-type: none"> - The origin of Harambee philosophy - The development of Harambee philosophy 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin and development of Harambee philosophy</p>	<ul style="list-style-type: none"> • Explaining the origin and development of Harambee philosophy 	<ul style="list-style-type: none"> • Students book • Gateway revision paper 1 • Photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 86-87 • Milestone Teachers guide 41-42 • High Flyer series page 148-149 • Evolving world History and Government page 133-136 • Gateway paper 1 page 94-95 • Explore History, Students book 4 page 116-1159 • Golden tips pages 220 	
	2	National Philosophies (Kenya)	<p>Nyayo Philosophy</p> <ul style="list-style-type: none"> - Origin of Nyayo 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Explaining the origin and development of the Nyayo 	<ul style="list-style-type: none"> • Students book • Gateway revision paper 1 	<ul style="list-style-type: none"> • Milestone in History and Governme 	

			<p>Philosophy</p> <ul style="list-style-type: none"> - Development of the Nyayo Philosophy 	<p>to</p> <p>(a) Explain the origin and the development of the Nyayo Philosophy</p>	<p>Philosophy</p>	<ul style="list-style-type: none"> • Photographs 	<p>nt form IV page 87</p> <ul style="list-style-type: none"> • Milestone Teachers guide 41-42 • High Flyer series page 149 • Evolving world History and Government page 136-139 • Gateway paper 1page 94-95 • Explore History, Students book 4 page 120-124 • Golden tips pages 221 	
	3	National Philosophies (Kenya)	<p>The impact of National Philosophies</p> <ul style="list-style-type: none"> - African socialism - Harambee and Nyayo philosophies 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the impact of National Philosophies</p>	<ul style="list-style-type: none"> • Discussing the impact of National philosophies • Asking and answering of questions 	<ul style="list-style-type: none"> • Photographs • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 88-90 • Milestone Teachers guide 41-42 	

							<ul style="list-style-type: none"> • High Flyer series page 149 • Evolving world History and Government page 139-141 • Gateway paper 1 page 96 • Explore History, Students book 4 page 125-126 • Golden tips pages 222 • 	
	4	National Philosophies (Kenya)	<p>The impact of National Philosophies</p> <ul style="list-style-type: none"> - African socialism - Harambee - Nyayo Philosophies 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the impact of National Philosophies</p>	<ul style="list-style-type: none"> • Discussing the impact of National Philosophies • Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Students book 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 88-90 • Milestone Teachers guide 41-42 • High Flyer series page 149-150 • Evolving world 	

							<ul style="list-style-type: none"> History and Government page 139-141 • Gateway paper page 96 • Explore History, Students book 4 page 127-128 • Golden tips pages 222 • 	
13-14	1-4	Revision and Examinations	Revision and Examinations	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Revise the terms work and answer the questions asked in the exam papers</p>	<ul style="list-style-type: none"> • Revising questions • Sitting for the exam • Answering questions by writing 	<ul style="list-style-type: none"> • Exam papers • - pens • Rulers • Other relevant stationery 	<ul style="list-style-type: none"> • Questions papers • Revision books • Text books 	
END OF TERM TWO EXAMINATIONS								
SCHEMES OF WORK HISTORY FORM FOUR TERM II								
1	1-2	Social Economic and political Development and	Political development from 1963-1991	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the</p>	<ul style="list-style-type: none"> • Explaining the political developments in Kenya from 1963-1991 • Asking and 	<ul style="list-style-type: none"> • Pictures • Students book • Resource person • Realia • Handouts • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 91-98 	

		challenges in Kenya since independence		political development from 1963-1991 in Kenya	answering questions <ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> documents 	<ul style="list-style-type: none"> Milestone Teachers guide 44-45 High Flyer series page 150 Evolving world History and Government page 142-143 Gateway paper 1 page 98 Explore History, Students book 4 page 129-131 Golden tips pages 222 	
3	Social Economic and political Development and challenges in Kenya since independence	<ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> Discuss political assassination between 1965-1990 Explain the status of multiparty politics after independence 	<ul style="list-style-type: none"> Discussing political assassination between 1965-1990 Explanations Illustrations Asking and answering questions 	<ul style="list-style-type: none"> Students book Teachers guide Realia Documents Resource person Pictures Newspaper cuttings 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 93-94 Milestone Teachers guide 44-45 High Flyer series 		

				(c) Explain challenges of multiparty democracy			<ul style="list-style-type: none"> page 150 • Evolving world History and Government page 143-148 • Gateway paper 1page 102 • Explore History, Students book 4 page 130 • Golden tips pages 222 	
	4	Social Economic and political Development and challenges in Kenya since independence	- Multiparty democracy in Kenya	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin and growth of multiparty politics in Kenya after 1990</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Illustrations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Newspaper cuttings • Handouts • Documents • Photographs • Students book • Resource person • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 98-101 • Milestone Teachers guide 44-45 • High Flyer series page 151 • Evolving world History and Government page 148-151 	

							<ul style="list-style-type: none"> • Gateway paper 1page 101-103 • Explore History, Students book 4 page 132-133 • Golden tips pages 222 	
2	1	Social Economic and political Development and challenges in Kenya since independence	Challenges of Multiparty democracy in Kenya	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the challenges facing multiparty elections and democracy in Kenya</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Documents • Realia • Handouts • Newspaper cuttings • Resource person • Charts • Videos 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 101 • Milestone Teachers guide 44-45 • High Flyer series page 151 • Evolving world History and Government page 151-152 • Gateway paper 1page 103 • Explore History, Students book 4 	

							page 136-137 <ul style="list-style-type: none"> Golden tips pages 222 	
	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 (a) Explain the role of political parties in the government and nation building	<ul style="list-style-type: none"> Explanation Discussions Asking and answering questions Note taking 	<ul style="list-style-type: none"> Charts Videos Documents Resource persons Handouts Realia Newspaper cuttings 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 102 Milestone Teachers guide 44-45 High Flyer series page 151 Evolving world History and Government page 151-152 Gateway paper page 103 Explore History, Students book 4 page 136-137 Golden tips pages 222 	
		Social	- Economic	By the end of the lesson,	<ul style="list-style-type: none"> Discussing 	<ul style="list-style-type: none"> Students book 	<ul style="list-style-type: none"> Milestone in History 	

	3	Economic and political Development and challenges in Kenya since independence	development and challenges - Land policies	the learner should be able to (a) Explain the land policies and land use re nations that developed after independence	<ul style="list-style-type: none"> • Explaining • Illustrations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Teachers guide • Resource persons • Charts • Pictures • Realia • Documents 	and Governme nt form IV page 102-106 <ul style="list-style-type: none"> • Milestone Teachers guide 44-45 • High Flyer series page 152 • Evolving world History and Governme nt page 154 • Gateway paper 1page 105-106 • Explore History, Students book 4 page 139 	
	4	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 (a) Explain the policies and land use reforms that developed after independence	<ul style="list-style-type: none"> • Explaining land policies • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Student book • Resource person • Charts • Realia • Documents • Maps • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form IV page 102-106 • Milestone Teachers guide 44-45 • High Flyer 	

							<ul style="list-style-type: none"> series page 152 • Evolving world History and Government page 154-155 • Gateway paper 1page 105-106 • Explore History, Students book 4 page 139-141 	
3	1-2	Social Economic and political Development and challenges in Kenya since independence	<ul style="list-style-type: none"> - Economic developments and challenges of land politics on land 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the challenges of land policies on land (b) Explain the challenges facing land policies (c) State benefits of land reforms to Kenya 	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Note taking • Illustrations 	<ul style="list-style-type: none"> • Students book • Documents • Pictures • Handouts • Resource person • documents 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 106-108 • Milestone Teachers guide 44-45 • High Flyer series page 152-153 • Evolving world History and Government page 	

							<ul style="list-style-type: none"> 154-155 • Gateway paper 1page 105-106 • Explore History, Students book 4 page 139-141 	
	3	Social Economic and political Development and challenges in Kenya since independence	<ul style="list-style-type: none"> - Industry - Developments in industry 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the role of industries in national developments</p>	<ul style="list-style-type: none"> • Discussing the role of industry in national development 	<ul style="list-style-type: none"> • Pictures • Charts • Resource person • Realia • Handouts • documents 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 108 • Milestone Teachers guide 44-45 • High Flyer series page 153 • Evolving world History and Government page 157-158 • Gateway paper 1page 105-106 • Explore History, Students book 4 page 141- 	

							142	
	4	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 (a) Explain the industrial development ventures after independence	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Teachers guide • Handouts • Resource person • Pictures • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 108 • Milestone Teachers guide 44-45 • High Flyer series page 153 • Evolving world History and Government page 157-160 • Gateway paper 1page 107-108 • Explore History, Students book 4 page 141-142 	
4	1-3	Social Economic and political Development and challenges in	Economic developments - Challenges on Industry - Social developments and challenges - industrialization	By the end of the lesson, the learner should be able to (a) explain the economic challenges Kenya	<ul style="list-style-type: none"> • explanations • Education • Discussions • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photographs • Resource persons • Pictures • Charts • Realia • Documents • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 109-113 • Milestone 	

		Kenya since independence		faces on industry (b) explain the development in education since independence		<ul style="list-style-type: none"> Students book 	<ul style="list-style-type: none"> Teachers guide 44-46 High Flyer series page 153 Evolving world History and Government page 161-166 Gateway paper 1page 108-112 Explore History, Students book 4 page 143-146 	
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 (a) Explain the challenges that Kenya has faced in the provision of education	<ul style="list-style-type: none"> Discussions Explanations Asking and answering questions Note taking 	<ul style="list-style-type: none"> Realia Students book Teachers guide Handouts Charts Pictures Maps Documents Newspaper cuttings 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 113-115 Milestone Teachers guide 44-46 High Flyer series page 154-155 Evolving world 		

							<p>History and Government page 163</p> <ul style="list-style-type: none"> • Gateway paper 1page 112-113 • Explore History, Students book 4 page 145 	
5	1	<p>Social Economic and political Development and challenges in Kenya since independence</p>	<ul style="list-style-type: none"> - Social development and challenges - Health services 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the measures undertaken by the Government to improve health care services</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Handouts • Students book • Teachers guide • Documents • Newspaper cuttings • Realia • Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 115-117 • Milestone Teachers guide 44-46 • High Flyer series page 155 • Evolving world History and Government page 165-166 • Gateway paper 1page 113-114 • Explore 	

							History, Students book 4 page 145- 146	
	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 (a) Explain the challenges Kenya faces in the provision of Health care services	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Demonstration • Illustrations • Note taking 	<ul style="list-style-type: none"> • Students book • Teachers book • Realia • Documents • Handouts • Pictures • Videos • Resource persons 	<ul style="list-style-type: none"> • Milestone in History and Governme nt form IV page 117- 119 • Milestone Teachers guide 44- 46 • High Flyer series page 155 • Evolving world History and Governme nt page 166 • Gateway paper 1page 114-115 • Explore History, Students book 4 page 146 	
	3	Social Economic and political	Culture and sports	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Demonstration • Illustrations • Drawing 	<ul style="list-style-type: none"> • Students book • Teachers guide • Realia 	<ul style="list-style-type: none"> • Milestone in History and Governme 	

		Development and challenges in Kenya since independence		to (a) Explain the developments in culture and sports in since independence	<ul style="list-style-type: none"> • Asking and answering questions • Note taking • Discussing 	<ul style="list-style-type: none"> • Documents • Handouts • Pictures • Videos • Resource person • Newspaper cuttings 	<ul style="list-style-type: none"> • nt form IV page 119-122 • Milestone Teachers guide 44-46 • High Flyer series page 155-156 • Evolving world History and Government page 166-169 • Gateway paper 1page 115-117 • Explore History, Students book 4 page 146-148 • 	
	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 (a) Explain the challenges Kenya faces in culture and sports	<ul style="list-style-type: none"> • Demonstrating • Illustration • Drawing • Asking and answering questions • Note taking • discussion 	<ul style="list-style-type: none"> • Students book • Teachers guide • Realia • Videos • Resource person • Newspaper cuttings • Handouts 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 122-123 • Milestone Teachers guide 44-46 	

							<ul style="list-style-type: none"> • High Flyer series page 155-156 • Evolving world History and Government page 166-169 • Gateway paper 1page 117-118 • Explore History, Students book 4 page 146-149 	
6	1	Social Economic and political Development and challenges in Kenya since independence	<p>Social, economic and political developments in DRC</p> <p>Political developments</p> <p>The political situation in DRC at Independence</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the political situation in DRC at independence and the major political developments in DRC between 1960-1065</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Demonstrating • Drawing • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Students book • Pictures • Photographs • Maps • Charts • Documents • Realia • Handouts • Videos • Films 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 125-128 • Milestone Teachers guide 47-49 • High Flyer series page 155-156 • Evolving world History 	

							<ul style="list-style-type: none"> and Government page 172-175 • Gateway paper 1page 125-126 • Explore History, Students book 4 page 150-155 	
	2	Social economic and potential Development and the changes in Africa since Independence	The contributions of Mobutu to the history of the DRC	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the contributions of Mobutu to the History of DRC i.e political and economics</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Making and taking notes • Illustrating • Demonstrating • Drawing 	<ul style="list-style-type: none"> • Pictures • Charts • Students book • Teachers Guide • Maps • News paper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 125-128 • Milestone Teachers guide 47-49 • High Flyer page 151 • Evolving world History and Government page • Gateway paper 1page 126 • Explore, Students book 4 page 	

3	Social, Economic and political Development and the changes in Africa since independence	<ul style="list-style-type: none"> The economic development in DRC between 1960-1994 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the economic development in DRC between 1960-1994</p>	<ul style="list-style-type: none"> Explanations Discussions Illustrating Making and taking notes 	<ul style="list-style-type: none"> Pictures Charts Realia Charts Maps Teachers guide Teachers book Real objects Newspaper cuttings 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 129-131 Milestone Teachers guide 47-49 High Flyer page 157 Evolving world History and Government page 176 Gateway paper 2 page 126 Explore, Students book 4 page 157-158 	
4	Social, Economic and Political Development and changes in Africa since independence	<ul style="list-style-type: none"> Social development in DRC since independence 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the social development in DRC since independence</p>	<ul style="list-style-type: none"> Discussing Explanations Illustrations Asking and answering questions Making and taking notes Drawing maps 	<ul style="list-style-type: none"> Pictures Charts Realia Maps Teachers guide Real objects Newspaper cuttings Documents 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 131 Milestone Teachers guide 47-49 	

							<ul style="list-style-type: none"> • High Flyer page 157-158 • Evolving world History and Government page 176-177 • Gateway paper 2 page 126-127 • Explore, Students book 4 page 156-157 	
7	1	Social Economic and political Development and challenges in Africa since independence	<p>Tanzania</p> <ul style="list-style-type: none"> • The major political development in Tanzania between 1961-1985 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the political development in Tanzania between 1961-1987</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Asking and answering questions 	<ul style="list-style-type: none"> • Charts • Students book • Teachers book/guide • Charts • Maps • Pictures • Documents • News paper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 131-133 • Milestone Teachers guide 47-49 • High Flyer page 158 • Evolving world History and Government page 181-183 • Gateway 	

							<p>paper 2 page 127</p> <ul style="list-style-type: none"> • Explore, Students book 4 page 159-160 • 	
	2	Social Economic and Political Developments and challenges in Africa since independence	The contributions of Mwalimu Julius Nyerere to the History of Tanzania	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define Ujamaa and analyse the contribution of Mwalimu Julius Nyerere to the History of Tanzania</p>	<ul style="list-style-type: none"> • Defining meaning of Ujamaa • Discussion • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Charts • Students book • Maps • Newspaper cuttings • Teachers guide • Realia • Pictures • photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 133 • Milestone Teachers guide 47-49 • High Flyer page 159 • Evolving world History and Government page 181-183 • Gateway paper 2 page 127 • Explore, Students book 4 page 159 	
	3	Social, Economic and political	<ul style="list-style-type: none"> • The economic development in Tanzania since independence 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Charts • Maps • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form IV 	

		Development and challenges in Africa since independence		(a) Explain the economic developments in Tanzania since independence	<ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Realia Pictures Teachers guide Newspaper cuttings 	<ul style="list-style-type: none"> page 135 Milestone Teachers guide 47-49 High Flyer page 158 Evolving world History and Government page 183-184 Gateway paper 2 page 127-128 Explore, Students book 4 page 169 	
4	Social, Economic and Political development and challenges in Africa since independence	<ul style="list-style-type: none"> Social development in Tanzania since independence 	By the end of the lesson, the learner should be able	(a) Explain the social developments in Tanzania since independence	<ul style="list-style-type: none"> Explaining Illustrations Asking and answering questions Making notes 	<ul style="list-style-type: none"> Students book Teachers guide Charts Maps Newspaper cuttings Realia Teachers guide documents 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 135-136 Milestone Teachers guide 47-48 High Flyer page 159 Evolving world History and Governme 	

							<ul style="list-style-type: none"> nt page 184-185 Gateway paper 2 page 128 Explore, Students book 4 page 160-161 	
8	1	Social, Economic and political challenges in Africa since independence	Social, political and economic challenges in Africa since independence	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Outline the promises the African leader made to their people at independence</p> <p>(b) Explain the Political challenges in Africa since independence</p>	<ul style="list-style-type: none"> Identifying Outlining on board Explaining Discussions Illustrating Asking and answering questions Note taking 	<ul style="list-style-type: none"> Photographs Pictures Teachers guide Students book Maps Charts Newspaper Documents Charts Resource person 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 136-138 • Milestone Teachers guide 47-48 • High Flyer page 159 • Evolving world History and Government page 188-191 • Gateway paper 2 page 128-130 • Explore, Students book 4 page 162-167 	

	2-4	Local Authorities in Kenya	<ul style="list-style-type: none"> • Economic challenges in Africa since independence • Social challenges these people have experienced since independence 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the economic challenges in Africa since independence</p>	<ul style="list-style-type: none"> - Discussing - Illustration - Explaining - Note taking - Asking and answering questions 	<ul style="list-style-type: none"> • Photographs • Maps • Resource person • Newspaper • Charts • Documents • Teachers guide • Students book • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 138-140 • Milestone Teachers guide 47-50 • High Flyer page 159 • Evolving world History and Government page 188-189 • Gateway paper 2 page 130-131 • Explore, Students book 4 page 162-165 	
9	1	Local authorities in Kenya	Origin of the local authorities	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the origin of the local authorities</p> <p>(b) Explain the</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Maps • Charts • Newspaper cuttings • Resource person • Pictures • Documents • photographs 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 142 • Milestone Teachers guide 51- 	

				meaning of the terms local authority			<ul style="list-style-type: none"> 52 High Flyer page 160 Evolving world History and Government page 193-194 Gateway paper 2 page 119 Explore, Students book 4 page 168 	
	2	Local authorities in Kenya	<p>The types of local authorities</p> <ul style="list-style-type: none"> - City council - The municipal council 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Describe the types of local authorities (the city council and municipal council)</p>	<ul style="list-style-type: none"> • Discussions • Asking and answering questions • Taking and making notes • Illustrating 	<ul style="list-style-type: none"> • Photographs • Maps • Charts • Resource persons • Newspapers • Pictures • Documents • Teachers book • Students book 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 142-143 • Milestone Teachers guide 51-52 • High Flyer page 160 • Evolving world History and Government page 194-196 • Gateway paper 2 	

							<p>page 119</p> <ul style="list-style-type: none"> • Explore, Students book 4 page 169 	
	3	Local authorities in Kenya	<ul style="list-style-type: none"> - County council - Town councils 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the types of local authorities</p>	<ul style="list-style-type: none"> - Discussing - Asking and answering questions - Taking and making notes 	<ul style="list-style-type: none"> • Photographs • Maps • Resource persons • Newspapers cuttings • Resource persons • Realia • charts 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 142 • Milestone Teachers guide 51-52 • High Flyer page 160-161 • Evolving world History and Government page 194-195 • Gateway paper 2 page 119 • Explore, Students book 4 page 167-168 	
	4	Local authorities in Kenya	<ul style="list-style-type: none"> - The urban and area councils 	<p>By the end of the lesson, the learner should be able to</p>	<ul style="list-style-type: none"> • Discussing • Illustrations • Asking and answering questions 	<ul style="list-style-type: none"> • Realia • Charts • Documents • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV 	

				<p>(a) Describe the types of local authorities</p>	<ul style="list-style-type: none"> • Illustrating • Questions and answers 	<ul style="list-style-type: none"> • Students book • Maps • Resource person • Newspaper cuttings • Personal experience 	<p>page 142</p> <ul style="list-style-type: none"> • Milestone Teachers guide 51-52 • High Flyer page 160-161 • Evolving world History and Government page 194-195 • Gateway paper 2 page 119 • Explore, Students book 4 page 169 • 	
10	1	Local authorities in Kenya	- Functions of local authorities	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of local authorities</p>	<ul style="list-style-type: none"> • Discussions • Asking and answering questions • Explanations • Taking and making notes 	<ul style="list-style-type: none"> • Photographs • Pictures • Maps • Resource persons • Newspaper cuttings • Documents • Handouts • Realia • Textbooks • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 143-144 • Milestone Teachers guide 51-52 • High Flyer page 161 • Evolving world History and 	

							<p>Government page 195-196</p> <ul style="list-style-type: none"> • Gateway paper 2 page 119 • Explore, Students book 4 page 171-173 	
	2	Local authorities in Kenya	<p>- The sources of revenue for local authorities</p>	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss the sources of revenue for local authorities</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photographs • Maps • Resource persons • Newspaper • Pictures • Charts • Newspaper • Students book • Documents • Handouts • Realia 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 143 • Milestone Teachers guide 51-52 • High Flyer page 161 • Evolving world History and Government page 196 • Gateway paper 2 page 119-120 • Explore, Students book 4 page 174 	
							<ul style="list-style-type: none"> • Milestone 	

	3-4	Local Authorities in Kenya	The relationship between local authorities and the central	By the end of the lesson, the learner should be able to (a) Explain the relationship between the local authorities and the central government	<ul style="list-style-type: none"> • Explanations • Discussions • Note taking • Asking and answering questions • Illustrations 	<ul style="list-style-type: none"> • Students book • Teachers guide • Documents • Handouts • Realia • Resource persons • Realia • Maps • Newspaper cuttings • pictures 	<ul style="list-style-type: none"> • in History and Government form IV page 144-145 • Milestone Teachers guide 51-52 • High Flyer page 161 • Evolving world History and Government page 197-198 • Gateway paper 2 page 120 • Explore, Students book 4 page 173 • 	
11	1-2	Local Authorities in Kenya	- Challenges facing local authorities in Kenya	By the end of the lesson, the learner should be able to (a) Discuss the challenges facing local authorities in Kenya	<ul style="list-style-type: none"> • Discussions • Illustrations • Demonstrations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Photographs • Pictures • Maps • Textbooks • Resource person • Documents • Handouts • Realia • News paper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 145-146 • Milestone Teachers guide 51-52 • High Flyer page 161 	

							<ul style="list-style-type: none"> • Evolving world History and Government page 197-198 • Gateway paper 2 page 120-121 • Explore, Students book 4 page 174-176 • 	
	3	Local authorities in Kenya	How some of the local authorities have tried to solve their problems	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss how the authorities solve these problems</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Making and taking notes • Asking and answering questions 	<ul style="list-style-type: none"> • Charts • Maps • Photographs • Handouts • Newspaper • Resource person • Text books • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 51-52 • Milestone Teachers guide 51-52 • High Flyer page 162 • Evolving world History and Government page 199 • Gateway paper 2 page 120 	

							<ul style="list-style-type: none"> • Explore, Students book 4 page 175 • 	
	4	Revision	Revision	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Give correct answers to the oral questions asked by the teacher</p>	<ul style="list-style-type: none"> • Reading questions • Discussions • Writing the answers 	<ul style="list-style-type: none"> • Resource persons • Documents • Text books • Pictures • Charts • Maps • Textbooks • Handouts • Realia 	<ul style="list-style-type: none"> • • Revising books • Marking schemes 	
12	1	Government Revenue and expenditure in Kenya	<ul style="list-style-type: none"> - National budget - Definition of budget - Explanations, meaning of national budget 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Define the term budget</p> <p>(b) Discuss the meaning of a national budget</p>	<ul style="list-style-type: none"> • Define the term budget • Discussions • Explanations • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Resource person • Documents • Students book • Teachers guide • Newspaper cuttings • Pictures • Realia • handouts 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 148-149 • Milestone Teachers guide 53-54 • High Flyer page 162 • Evolving world History and Government page 177-178 • Gateway paper 2 page 122 • Explore, 	

							Students book 4 page 201	
	2	Government Revenue and Expenditure in Kenya	- Reasons for the preparation of a national budget in Kenya	By the end of the lesson, the learner should be able to (a) Explain the reasons for preparing a national budget in Kenya	<ul style="list-style-type: none"> • Explaining • Discussions • Drawings • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Resource person • Documents • Teachers guide • Newspaper cuttings • Realia • Students book • Pictures • documents 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 149 • Milestone Teachers guide 53-54 • High Flyer page 162 • Evolving world History and Government page 202 • Gateway paper 2 page 122 • Explore, Students book 4 page 178-179 	
	3-4	Government Revenue and Expenditure in Kenya	- Sources of Government revenue in Kenya - Taxes - Direct taxes - Indirect taxes	By the end of the lesson, the learner should be able to (a) Explain how taxes are a source of	<ul style="list-style-type: none"> • Discussions • Illustrations • Explanations • Making and taking notes • Asking and 	<ul style="list-style-type: none"> • Students book • Documents • Handouts • Teachers guide • Textbooks • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 149-150 	

				government revenue through direct and indirect taxes	answering questions	<ul style="list-style-type: none"> • Realia • Documents • Personal experience • Revision book 	<ul style="list-style-type: none"> • Milestone Teachers guide 53-54 • High Flyer page 162 • Evolving world History and Government page 203-204 • Gateway paper 2 page 122 • Explore, Students book 4 page 180-181 	
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END OF TERM TWO EXAMINATIONS

**SCHEMES OF WORK
HISTORY FORM FOUR
TERM III**

1	1	Government Revenue and expenditure in Kenya	<ul style="list-style-type: none"> - Government borrowing from internal bodies - Loan Repayments 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss government borrowing from internal bodies and loan repayment as a source of government revenue</p>	<ul style="list-style-type: none"> • Explanation • Discussions • Illustrations • Drawing • Maps • Making and taking notes • Asking and answering questions 	<ul style="list-style-type: none"> • Resource persons • Teachers guide • Revision books • Maps • Realia • Handouts • Pictures • Newspaper cuttings • Pictures • Text books 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 150-151 • Milestone Teachers guide 53-54 • High Flyer page 163-164 	
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							<ul style="list-style-type: none"> • Evolving world History and Government page 203-204 • Gateway paper 2 page 122 • Explore, Students book 4 page 180-181 • 	
	2	Government, Revenue and Expenditure in Kenya	<ul style="list-style-type: none"> - Charges from provision of Government Services - Fees - Foreign aid - Profiles from Parastatals 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) discuss the following as source of government revenue (b) foreign aid (c) state the government characters in raising revenue 	<ul style="list-style-type: none"> • discussions • Explanations • Illustrating • Asking and answering questions 	<ul style="list-style-type: none"> • Pictures • Text books • Revision books • Documents • Charts • Maps • Realia • Newspaper cuttings • Resource persons • Videos • Pictures 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 151 • Milestone Teachers guide 53-54 • High Flyer page 163 • Evolving world History and Government page 204 • Gateway paper 2 page 123 • Explore, Students 	

							book 4 page 180-181	
	3	Government Revenue and expenditure in Kenya	<ul style="list-style-type: none"> - Government expenditure - Capital expenditure and revenue expenditure 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss capital expenditure and revenue expenditure as types of government expenditure</p>	<ul style="list-style-type: none"> • Discussions • Illustrations • Expenditures • Asking and answering questions • Note taking 	<ul style="list-style-type: none"> • Videos • Pictures • Resource persons • Handouts • Realia • Newspaper cuttings • Documents • Textbooks • Gateway Revision • Charts • maps 	<ul style="list-style-type: none"> • • • Milestone in History and Government form IV page 152 • Milestone Teachers guide 53-54 • High Flyer page 163 • Evolving world History and Government page 205-206 • Gateway paper 2 page 123 • 	
	4	Government Revenue and Expenditure in Kenya	<ul style="list-style-type: none"> - Payments of subscriptions - Expenditure on emerging need said - Assistance to other countries or form of government expenditure 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Discuss payment of subscriptions, expenditure on emerging need said assistance to other countries as forms of</p>	<ul style="list-style-type: none"> • Discussions • Expenditure • Asking and answering questions • Note taking • Drawing maps 	<ul style="list-style-type: none"> • Resource person • Documents • Textbooks • Pictures • Revision book • Text book • Pictures • Handouts • Realia • Photographs 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 152 • Milestone Teachers guide 53-54 • High Flyer page 163 	

				government expenditure			<ul style="list-style-type: none"> • Evolving world History and Government page 205-206 • Gateway paper 2 page 123 • Explore, Students book 4 page 183 • 	
2	1	Government Revenue and expenditure in Kenya	<p>Control of Public Finance</p> <ul style="list-style-type: none"> - National budget - committees 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) describe how the government controls public expenditures through the national budget and communities</p>	<ul style="list-style-type: none"> • Describing • Illustrating • Explanations • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Resource person • Documents • Text books • Pictures • Revision book • Photographs • Realia • Handouts • Videos • Treatment • Own collection • Teachers guide 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 152-153 • Milestone Teachers guide 53-54 • High Flyer page 163 • Evolving world History and Government page 207-209 • Gateway paper 2 page 123-124 • Explore, 	

							Students book 4 page 187-188	
	2	Government Revenue and Expenditure in Kenya	Control of Public Finance <ul style="list-style-type: none"> - Auditing of public expenditure - Anti-corruption units - Arid organizations 	By the end of the lesson, the learner should be able to <p>(a) Describe the control of public finance through auditing of public expenditure and anti-corruption in units and organizations</p>	<ul style="list-style-type: none"> • Describing • Explanations • Making and taking of notes • Asking and answering questions 	<ul style="list-style-type: none"> • Teachers guide • Videos • Handouts • Teachers own collection • Realia • Students book • Text book • Revision books • Documents • Pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 154 • Milestone Teachers guide 53-54 • High Flyer page 163-164 • Evolving world History and Government page 207-208 • Gateway paper 2 page 123-124 • Explore, Students book 4 page 187-188 	
	3	Government Revenue and Expenditure	Control of Public Finance <ul style="list-style-type: none"> - Ministerial internal 	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> • Discussions • Illustrating • Asking and 	<ul style="list-style-type: none"> • Photos • Students book • Videos 	<ul style="list-style-type: none"> • Milestone in History and Governme 	

		in Kenya	audit - Control of tendering office of the permanent secretary	to (a) Explain the control of public finance through ministerial internal audit units, control of tendering and office of the permanent secretary	answering questions • Making and taking of notes	<ul style="list-style-type: none"> • Resource persons • Teachers own connection • Teachers guide • Documents handouts • Realia • Newspaper cuttings 	<ul style="list-style-type: none"> • nt form IV page 154-155 • Milestone Teachers guide 53-54 • High Flyer page 164 • Evolving world History and Government page 208 • Gateway paper 2 page 123-124 • Explore, Students book 4 page 187-188 • 	
	4	Government Revenue and Expenditure in Kenya	Revision of topics covered	By the end of the lesson, the learner should be able to (a) Answer questions asked on government expenditure and Revenue	<ul style="list-style-type: none"> • Explaining the answers • Discussing the points raised by students • Asking and answering of questions 	<ul style="list-style-type: none"> • Students book • Gateway papers • Videos • Teachers own collection • Realia • Text books • Resource person 	<ul style="list-style-type: none"> • • Gateway paper page 124 • Text books • Question paper 	
3	1	The Electoral process and	The United States of	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • Resource person • Text books 	<ul style="list-style-type: none"> • • Milestone in History and 	

		functions of Government in other parts of the world	America The history of the united of America	to (a) Explain a brief history of the U.S.A and the birth of the federal system (b) Explain the functions of the government to citizens (c) Explain the political features of political systems in U.S.A and Britain	<ul style="list-style-type: none"> • Illustrations • Asking and answering questions • Describing • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Teachers guide • Gateway • Teachers own collection • Handouts 	<ul style="list-style-type: none"> • Government form IV page 155 • Milestone Teachers guide 56-57 • High Flyer page 164-165 • Evolving world History and Government page 207-208 • Gateway paper 2 page 133 • Explore, Students book 4 page 189 • 	
	2	The Electoral process and functions of Government in other parts of the world	The parts of National convention - The electoral change - Voter registration - Explain the types of elections in Britain	By the end of the lesson, the learner should be able to (a) Explain the electro process in the U.S.A i.e voters registration and nomination of candidates to the house representatives	<ul style="list-style-type: none"> • Explanations • Discussions • Illustrations • Asking and answering questions • Describing • Making and taking notes • 	<ul style="list-style-type: none"> • Resource person • Text books • Students book • Teachers guide • Gateway • Teachers own collection • Handouts 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 156-158 • Milestone Teachers guide 56-57 • High Flyer page 165 • Evolving world 	

							<p>History and Government page 207-208</p> <ul style="list-style-type: none"> • Gateway paper 2 page 133 • Explore, Students book 4 page 193-194 • 	
	3	The Electoral process and functions of Government in other parts of the world	The nature of campaigns in the Animation electro process	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the nature of campaigns in U.S.A</p> <p>(b) Explain the types of elections in U.S.A and the qualifications for being a president</p>	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Maps • Charts • Students book • Teachers guide • Videos • Teacher own collection • Realia • Handouts • Resource person • documents 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 158-160 • Milestone Teachers guide 56-57 • Evolving world History and Government page 211-212 • Gateway paper 2 page 133 • Explore, Students book 4 page 193-194 	

	4	The Electoral process and functions of Government in other parts of the world	<p>Congressional elections</p> <ul style="list-style-type: none"> - Selecting of candidates for congressional elections (Nominations) 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the election of candidates to various primates in the U.S.A (b) Explain the qualification for nomination of presidential candidates 	<ul style="list-style-type: none"> • Explanations • Discussions • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Maps • Charts • Students book • Teachers guide • Videos • Teachers collection • Realia • Handouts • Resource person • documents 	<ul style="list-style-type: none"> • • • Milestone in History and Government form IV page 160-161 • Milestone Teachers guide 56-57 • High Flyer page 165 • Evolving world History and Government page 211-212 • Gateway paper 2 page 131-136 • Explore, Students book 4 page 190-192 • 	
4	1	The Electoral process and functions of Government in other parts of the world	<p>Functions of the U.S.A government</p> <ul style="list-style-type: none"> - legislation 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) state the functions of the congress 	<ul style="list-style-type: none"> • drawings • illustrations • asking and answering questions • making and taking notes • illustrations 	<ul style="list-style-type: none"> • students book • teachers guide • videos • pictures • Films • Resource person • Documents 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 161-162 • Milestone 	

				(b) explain the functions of the U.S.A government i.e the legislature		<ul style="list-style-type: none"> • Teachers own collection • Photographs • Newspaper cuttings 	<ul style="list-style-type: none"> • Teachers guide 56-57 • High Flyer page 165 • Evolving world History and Government page 207-208 • Gateway paper 2 page 133 • Explore, Students book 4 page 193-194 	
2	The electoral process and functions of Government in other parts of the world	<p>The executive</p> <ul style="list-style-type: none"> - Functions of the Executive i.e the president - Legislative - Executive - Judicial and foreign affairs - functions 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) explain the functions of the executive i.e the president in U.S.A (b) Explain the functions that are used to check the conduct of the U.S.A president 	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Demonstrating • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Teachers guide • Resource person • Documents • Handouts • Realia • Teachers personal experience • News paper cuttings • Videos • pictures 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 163-164 • Milestone Teachers guide 56-57 • High Flyer page 166 • Evolving world History and Government page 		

							<ul style="list-style-type: none"> • 223-224 • Gateway paper 2 page 133 • Explore, Students book 4 page 198-200 • 	
	3	The Electoral process and functions of Government in other parts of the world	<ul style="list-style-type: none"> - The vice presidents - Functions of the cabinet - Civic and public services 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of the vice president, the cabinet and the civic and public service</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Teachers guide • Handouts • Videos • Pictures • Documents • Newspaper cuttings • Pictures 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 164-165 • Milestone Teachers guide 56-57 • High Flyer page 167 • Evolving world History and Government page 224 • Explore, Students book 4 page 199-200 • 	
	4	The Electoral process and	Functions of the Federal	By the end of the lesson, the learner should be able	<ul style="list-style-type: none"> • Discussions • Explanations 	<ul style="list-style-type: none"> • Students book • Videos 	<ul style="list-style-type: none"> • • Milestone in History and 	

		functions of Government in other parts of the world	<p>Judicial</p> <ul style="list-style-type: none"> - The supreme court and its functions - The federal court of appeal - The federal district courts - State courts - Special federal courts 	to	<ul style="list-style-type: none"> (a) Explain the functions of the federal judicial system (b) Explain the merits and demerits of federal government 	<ul style="list-style-type: none"> • Illustrations • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Photographs • Resource people • Newspaper cuttings • Documents • Handouts • Pictures • Teachers guide • Teachers own collections • Maps • Charts 	<p>Government form IV page 165-167</p> <ul style="list-style-type: none"> • Milestone Teachers guide 56-57 • High Flyer page 167 • Evolving world History and Government page 224-225 • Gateway paper 2 page 137-139 • Explore, Students book 4 page 199-200 • 	
5	1-2	The electoral process and functions of Government in other parts of the world	<p>Britain</p> <ul style="list-style-type: none"> - The electoral process in Britain - Introduction - General elections - Voter registration - Nomination of candidates 	By the end of the lesson, the learner should be able to	<ul style="list-style-type: none"> (a) Explain the Historical background of Britain (b) Explain the British parliamentary democracy and how voter 	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Describing • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Videos • Photographs • Resource people • Teachers guide • Pictures • Documents • Photographs • Newspaper cuttings 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 167-170 • Milestone Teachers guide 56-57 • High Flyer page 168 	

				registration and nomination of parliamentary candidate is done			<ul style="list-style-type: none"> • Evolving world History and Government page 210-211 • Gateway paper 2 page 138-140 • Explore, Students book 4 page 200-202 • 	
	3	The Electoral process and functions of Government in other parts of the world	<ul style="list-style-type: none"> - Campaigns - Polling - Local elections - Elections - Function of government in Britain - Functions of the monarchy - Functions of the executive - Functions of the legislature - Functions of the cabinet 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain how campaigns and polling is done in Britain</p> <p>(b) Explain the functions of the monarchy executive, prime minister and cabinet in Britain</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Illustrations • Describing • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Teachers guide • Realia • Resource person • Newspaper cuttings • Documents • Pictures • Videos 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 170-174 • Milestone Teachers guide 56-58 • High Flyer page 168-169 • Evolving world History and Government page 211-214 • Gateway paper 1 	

							<ul style="list-style-type: none"> page 140-142 • Explore, Students book 4 page 203-208 • 	
	4	The Electoral process and functions of Government in other parts of the world	<ul style="list-style-type: none"> - Functions of civil service - The public boards - The Judiciary - The structure of the British court system, 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> (a) Explain the functions of the civil service public board and the judiciary (b) Describe the structure of the British court system 	<ul style="list-style-type: none"> • Discussions • Describing • Illustrations • Explanations • Taking notes • demonstrating 	<ul style="list-style-type: none"> • students book • news paper cuttings • videos • Pictures • Teachers guide • Handouts • Documents • Realia • Revision books 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 175-178 • Milestone Teachers guide 56-58 • High Flyer page 169-170 • Evolving world History and Government page 214-218 • Gateway paper 1 page 141-142 • Explore, Students book 4 page 205-208 • 	

6	1-2	The Electoral process and functions of Government in other parts of the world	<p>India</p> <ul style="list-style-type: none"> - Electoral process in India - Introduction - Constituencies and reformation of seats - Independence electro commission - Dissolving of parliament and scheduling of elections - Voters registrations 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Provide a background to the history of India</p>	<ul style="list-style-type: none"> • Discussions • Explanations • Describing • Illustrating • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Students book • Videos • Photographs • Resource person • Documents • Handouts • Newspaper cuttings • Teachers guide 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 175-178 • Milestone Teachers guide 56-58 • High Flyer page 169-170 • Evolving world History and Government page 214-218 • Gateway paper 1 page 141-142 • Explore, Students book 4 page 205-208 	
	3	The electoral process and functions of Government in other parts of the world	<ul style="list-style-type: none"> - Nominations - Campaigns - polling's 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) explain the electro process in India i.e</p>	<ul style="list-style-type: none"> • discussions • Explanations • Making and taking notes • Asking and answering questions 	<ul style="list-style-type: none"> • Students book • Videos • Photographs • Resource person • Newspaper cuttings • Documents • Charts 	<ul style="list-style-type: none"> • Milestone in History and Government form IV page 182-185 • Milestone 	

				<p>nominations (b) campaigns and polling</p>		<ul style="list-style-type: none"> • Handouts 	<p>Teachers guide 56-58</p> <ul style="list-style-type: none"> • High Flyer page 169-170 • Evolving world History and Government page 226-227 • Gateway paper 1 page 144 • Explore, Students book 4 page 210-213 • 	
	4	<p>The electoral process and functions of Government in other parts of the world</p>	<ul style="list-style-type: none"> - Role of political parties in elections - System in elections 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the role of political parties in elections</p> <p>(b) Discuss systems in elections in India</p>	<ul style="list-style-type: none"> • Explaining role of political parties in India and discussing the system in election • Illustrating • Asking and answering questions • Making and taking notes 	<ul style="list-style-type: none"> • Handouts • Pictures • Charts • Maps • Students book • Teachers guide • Realia • Videos • Films • Newspaper cuttings 	<ul style="list-style-type: none"> • • Milestone in History and Government form IV page 185-187 • Milestone Teachers guide 56-58 • High Flyer page 170 • Evolving world History and Governme 	

							<ul style="list-style-type: none"> nt page 226 Gateway paper 1 page 144 Explore, Students book 4 page 214 	
7	1-2	The Electoral process and functions of Government in other parts of the world	<p>Functions of the Government in India</p> <ul style="list-style-type: none"> - Legislature - The Lok Sabha (Lower house) - Rajya Sabha (upper house) 	<p>By the end of the lesson, the learner should be able to</p> <p>(a) Explain the functions of government in India i.e. Legislature</p>	<ul style="list-style-type: none"> Discussing the functions of the government in India Explanation Asking and answering questions demonstrations 	<ul style="list-style-type: none"> students book videos photographs resource people pictures documents Realia Photos Teachers guide Newspaper cuttings 	<ul style="list-style-type: none"> Milestone in History and Government form IV page 187-192 Milestone Teachers guide 58 High Flyer page 171 Evolving world History and Government page 227 Gateway paper 1 page 144-146 Explore, Students book 4 page 216-217 	
				By the end of the lesson,	- Asking and	• Students book	<ul style="list-style-type: none"> Gateway secondary 	

8	1-4	K.C.S.E exams Revision sample papers	Revision	the learner should be able to (a) Discuss the questions and get the correct Answers	answering questions	<ul style="list-style-type: none"> • Videos • Pictures • Resource people • Revision books i.e Gateway • Revision papers 	Revision History and Governme nt paper 1 and 2 • High Flyer • revision	