HISTORY SCHEMES OF WORK FORM 2

TERM 2

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REM** |
| 1 | **Opening of School** | | | | | | | |
| 2 | 1 | DEVELOPMENT OF INDUSTRY. | Uses of various sources of energy. Industrial revolution in Britain. | By the end of the lesson, the learner should be able to:  Identify various sources of energy. State uses of various sources of energy. Trace and the development of industrial revolution in Britain. | Q/A: sources of energy. Discussion: uses of coal, oil, steam and electricity as energy sources. Q/A & discussion: Factors favoring development and expansion of industrial in Britain. | Charts Maps | KLB BK II Pgs 59-61   evolving world pages 75 |  |
| 2 | DEVELOPMENT OF INDUSTRY. | Industrial revolution in Continental Europe. | By the end of the lesson, the learner should be able to:  Trace and describe the Industrial revolution in continental Europe. Highlight some effects of industrial revolution in Europe. | Exposition and discussion. | Charts  Maps | KLB BK II Pgs 64-66  evolving world pages  81 |  |
| 3 | DEVELOPMENT OF INDUSTRY. | The Scientific Revolution. | By the end of the lesson, the learner should be able to:  Define the term scientific revolution and renaissance. Identify early scientific inventions on which modern science is based. | Descriptive approach; Exposition; Briefdiscussion. | List of inventions. | KLB BK II Pgs 66-68  evolving world pages 84 |  |
| 3 | 1 | DEVELOPMENT OF INDUSTRY. | The impact of scientific inventions on modern: -Agriculture -Industry -Medicine | By the end of the lesson, the learner should be able to:  Discuss the effects of scientific revolution on modern agriculture, industry and medicine. | Group work and group reporting. Teacher s major breakthroughs in medicine including research on AIDS vaccine. | Charts  Maps | KLB BK II Pgs 68-70  evolving world pages 84 |  |
| 2 | DEVELOPMENT OF INDUSTRY. | Emergence of USA as an industrial power. | By the end of the lesson, the learner should be able to:  State factors that favored USA to emerge as an industrial power. | Q/A& brief discussion. | Map: USA. | KLB BK II Pgs 70-73  evolving world pages 93 |  |
| 3 | DEVELOPMENT OF INDUSTRY. | Emergence of Germany as an industrial power in the 20th century. | By the end of the lesson, the learner should be able to:  Identify factors leading to industrial development of Germany. | Exposition and discussion. | Map: German. | KLB BK II Pgs 73-76   evolving world pages 95 |  |
| 4 | 1 | DEVELOPMENT OF INDUSTRY. | Emergence of Japan in industrial the 20th century. Industrialization in South Africa. | By the end of the lesson, the learner should be able to:  Identify factors leading to industrial development of Japan. Identify factors leading to industrial development in South Africa. Highlight notable setbacks to South Africa?s industrial development. | Exposition and discussion. Q/A: countries referred to as ?third world?. Probing questions; Brief discussion. | Map of Japan. Map: South Africa. | KLB BK II Pgs 76-79  evolving world pages 97 |  |
| 2 | DEVELOPMENT OF INDUSTRY. | Industrialization in Brazil. | By the end of the lesson, the learner should be able to:  Enumerate factors promoting industrial growth in Brazil. Highlight factors hampering industrial growth in Brazil. | Probing questions & Explanations. | Map: Brazil. | KLB BK II Pgs 82-85   evolving world pages 100 |  |
| 3 | DEVELOPMENT OF INDUSTRY. | Industrialization in India. | By the end of the lesson, the learner should be able to:  Give reasons for India?s industrialization. Identify drawbacks to her development. | Probing questions; Brief discussion; Review questions. | Map: India. | KLB BK II Pgs 85-90  evolving world pages 104 |  |
| 5 | 1 | URBANIZATION. | Meaning of urbanization. Factors of urbanization.  Urbanization in Cairo. | By the end of the lesson, the learner should be able to:  Define term urbanization.  State factors leading to early urbanization. Describe early urbanization in Cairo. Identify factors attributed to growth of Cairo. | Q/A and discussion. Exposition of new concept. Discussion. | Maps Charts | KLB BK II Pgs 92-93  evolving world pages 108 |  |
| 2 | URBANIZATION. | Early urbanization in Meroe. | By the end of the lesson, the learner should be able to:  Describe early urbanization of in urbanization in Meroe. Identify factors that favored urbanization in Meroe. | Brief discussion. | Map: location of Kush and Meroe. | KLB BK II Pgs 95-96  evolving world pages 110 |  |
| 3 | URBANIZATION. | Early urbanization in Kilwa. Early urbanization in London. | By the end of the lesson, the learner should be able to:  Describe early urbanization of in urbanization in Kilwa. Identify factors that favored urbanization in Kilwa. Identify factors leading to growth of London to become a metropolis in Europe. | Brief discussion. Q/A, exposition & discussion. | Map: location of Kilwa. Map: location of London. | KLB BK II Pgs 97-99  evolving world pages  111 |  |
| 6 | 1 | URBANIZATION. | Early urbanization in Athens. | By the end of the lesson, the learner should be able to:  Trace early growth of Athens into a city.  Give reasons for the growth of Athens city. | Q/A, exposition & discussion. | Map: location of Athens city. | KLB BK II Pgs102-105  evolving world pages  113 |  |
| 2 | URBANIZATION. | Emergence of Nairobi as an urban center. | By the end of the lesson, the learner should be able to:  Describe development of Nairobi city. Explain factors enabling Nairobi to attain city. Identify some challenges for Nairobi city. | Oral questions & discussion. | Map: location of Athens city. | KLB BK II Pgs 105-107  evolving world pages  117 |  |
| 3 | URBANIZATION. | Emergence of Johannesburg as an urban centre. Impacts of Agrarian & industrial development on urbanization. | By the end of the lesson, the learner should be able to:  Describe development of Johannesburg as an urban centre. Highlight challenges faced by the city. Discuss the impacts of Agrarian & industrial development on urbanization. | Discussion: administrative and economic progress of the city. Q/A: challenges faced by the city. Oral questions: review Agrarian and industrial revolution. Detailed discussion. | Maps Charts | KLB BK II Pgs 107-109  evolving world pages 118 |  |
| 7 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | The Baganda. | By the end of the lesson, the learner should be able to:    Trace the origin of the Baganda. State factors contributing to rise and expansion of Buganda. | Exposition: diverse origins of the Baganda. Discussion: rise of the Baganda. | Map: location of Buganda kingdom. | KLB BK II Pgs 111-102 evolving world pages  122 |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Socio-economic and political organization of the Baganda. | By the end of the lesson, the learner should be able to:  Describe the Socio-economic and political organization of the Baganda. Highlight factors leading to downfall of the Baganda. | Exposition of new concepts; Discussion. | map | KLB BK II Pgs 112-106  evolving world pages  123 |  |
| 3 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | The Asante. Social organizations of the Ashante. | By the end of the lesson, the learner should be able to:  Trace the origin of the Asante. State factors contributing to rise and expansion of the Asante. Describe organization of the Ashante | Detailed discussion. Descriptive approach. | Map: location of Ashanti Empire. map | KLB BK II Pgs 116-107  evolving world pages 130 |  |
| 8 | **Mid Term Exam and Break** | | | | | | | |
| 9 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Economic organizations of the Ashante. | By the end of the lesson, the learner should be able to:  Describe economic organization of the Ashante | Descriptive approach; Probing questions. | map | KLB BK II Pgs 118-119  evolving world pages  133 |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Political organization of the Ashante. Decline of Ashante. Great Zimbwabwe | By the end of the lesson, the learner should be able to:  Describe the Political organization of the Ashante  Identify causes of decline of Ashante. Discuss the establishment of Great Zimbwabwe empire. | Exposition & brief discussion. Exposition; Detailed discussion. | map MapsCharts | KLB BK II Pgs 119-120  evolving world pages 131 |  |
| 3 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Mwene Mutapa kingdom. | By the end of the lesson, the learner should be able to:  Discuss the establishment of Mwene Mutapa kingdom. | Exposition; Brief discussion. | MapsCharts | evolving world pages |  |
| 10 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Rwozi empires. | By the end of the lesson, the learner should be able to:  Discuss the establishment of Rwozi empire. | Descriptive approach; Exposition. | MapsCharts | evolving world pages |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Shona Kingdom. Origin and growth. | By the end of the lesson, the learner should be able to:  Outline the origin of the shona . Highlight factors for growth of Shona kingdom. | Exposition & brief discussion. | MapsCharts | KLB BK II Pgs 120-121   evolving world pages 127 |  |
| 3 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Social organization of the Shona. | By the end of the lesson, the learner should be able to:  Describe the social organization of the Shona. | Exposition: ancestral home of Shona. Discussion. | Map: Ancestral home of the Shona. | KLB BK II Pgs 122-123  evolving world pages 129 |  |
| 11 | 1 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Economic organizations of the Shona. | By the end of the lesson, the learner should be able to:  Describe the economic organization of the Shona. | Exposition & brief discussion. | MapsCharts | KLB BK II Pgs 123   evolving world pages 129 |  |
| 2 | SOCIAL, ECONOMIC & ORGANIZATION OF AFRICAN SOCIETIES IN THE 19TH CENTURY. | Political organizations of the Shona. Decline of Shona. | By the end of the lesson, the learner should be able to:  Describe the Social economic and political organizations of the Shona. Identify causes of Shona decline. | Exposition & brief discussion. | MapsCharts | KLB BK II Pgs 124   evolving world pages 128 |  |
| 3 | CONSTITUTION & CONSTITUTION MAKING. | Written Constitution. | By the end of the lesson, the learner should be able to:      State features of written Constitution. State advantages and disadvantages of a written Constitution. | Q/A and Brief discussion. | Extract of the Constitution. | KLB BK II Pgs 125-126  evolving world pages 135 |  |
| 12 | 1 | CONSTITUTION & CONSTITUTION MAKING. | Features of an unwritten Constitution. | By the end of the lesson, the learner should be able to:  State features of an unwritten. Identify documents from which the United Kingdom drew its Constitution.  State advantages and disadvantages of an unwritten Constitution. | Probing questions; Brief discussion. | Student book | KLB BK II Pgs 126-127  evolving world pages  137 |  |
| 2 | CONSTITUTION & CONSTITUTION MAKING. | A good constitution. The Constitution of Kenya at independence. | By the end of the lesson, the learner should be able to:  Identify characteristics of a good constitution. Outline the process of developing the Constitution of Kenya at independence. | Oral questions and brief discussion. Exposition & detailed discussion. | Student book | KLB BK II Pg 127  evolving world pages  138 |  |
| 3 | CONSTITUTION & CONSTITUTION MAKING. | Aspects of the Constitution of Kenya at independence. | By the end of the lesson, the learner should be able to:  Identify aspects of constitution of Kenya at independence. | Exposition: Aspects of Constitution of Kenya at independence. | Student book | KLB BK II Pgs 128-129  evolving world pages 140 |  |
| 13-14 | **End Term Exam and Closing** | | | | | | | |