Grade 6 Social Studies

Term 1 - 32 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

32 complete, ready-to-teach Grade 6 Social Studies lesson plans for Term 1, covering position and size of countries in Eastern Africa, main physical features in Eastern Africa, climatic regions in Eastern Africa, vegetation in Eastern Africa, historic built environments, language groups in Eastern Africa, population distribution in Eastern Africa and culture and social organisation.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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The countries of Eastern Africa

Strand 1.0 Natural and the Built Environments > Sub-strand 1.1 Position and Size of Countries in Eastern Africa | Lesson 1 of 3 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name the eleven countries of Eastern Africa; b) identify each country on a map of Eastern Africa

KEY INQUIRY QUESTION(S)

- How do you determine the position of countries in Eastern Africa?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Critical thinking**	Developed through the activities in this lesson.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

A wall map or atlas map of Eastern Africa | Outline maps of Eastern Africa (one per pair) | Coloured pencils | A globe if available

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

Eastern Africa | neighbour | landlocked | latitude | longitude | Equator | Prime Meridian | area

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Kenya has neighbours just as your home has neighbours. Which countries do you think are Kenya's neighbours?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "The countries of Eastern Africa" (key ideas on the next page), explaining as you go. Use a wall map or atlas map of Eastern Africa, outline maps of Eastern Africa (one per pair), coloured pencils. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name two landlocked countries in Eastern Africa."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

The countries of Eastern Africa

Eastern Africa is usually taken to include eleven countries: Kenya, Uganda, Tanzania, Rwanda, Burundi, South Sudan, Sudan, Ethiopia, Eritrea, Djibouti and Somalia.

Kenya shares a border with five of them: Uganda (west), Tanzania (south), South Sudan (north-west), Ethiopia (north) and Somalia (east). The Indian Ocean lies to the south-east.

Five countries have no coastline (they are landlocked): Uganda, Rwanda, Burundi, South Sudan and Ethiopia. They depend on ports such as Mombasa, Dar es Salaam and Djibouti for imports and exports.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name Kenya's neighbour to the west.	**Uganda**
2	Name Kenya's neighbour to the south.	**Tanzania**
3	What does "landlocked" mean?	**A country with no coastline (no sea or ocean border)**
4	Name two landlocked countries in Eastern Africa.	**Any two of Uganda, Rwanda, Burundi, South Sudan, Ethiopia**

WATCH OUT FOR

Learners mix up Sudan and South Sudan. Point out South Sudan became a separate country in 2011 and borders Kenya; Sudan lies further north and does not.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can name the eleven countries of Eastern Africa confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can name the eleven countries of Eastern Africa accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly name the eleven countries of Eastern Africa, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet name the eleven countries of Eastern Africa without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give each pair an outline map with the countries numbered and a list of names to match to the numbers.
Learners ready for more	Why would a landlocked country like Uganda want good relations with Kenya? (Answer: It uses the port of Mombasa and roads/railway through Kenya for its imports and exports)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "the countries of Eastern Africa" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Position and size of the countries

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe the position of a country using compass directions and neighbours; b) compare the sizes of countries in Eastern Africa

KEY INQUIRY QUESTION(S)

- How do you determine the position of countries in Eastern Africa?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
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ORGANISATION OF LEARNING

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KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "If a visitor asked you where Kenya is, how would you describe it without a map?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Describing position and size" (key ideas on the next page), explaining as you go. Use a wall map or atlas map of Eastern Africa, outline maps of Eastern Africa (one per pair), coloured pencils. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Describe the position of Tanzania in relation to Kenya."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Describing position and size

We describe a country's position by its neighbours (Kenya lies between Uganda to the west and Somalia to the east) and by lines of latitude and longitude (Kenya lies roughly between 5° North and 5° South, and 34° East and 42° East). The Equator passes through Kenya, Uganda and Somalia.

Size is the area a country covers. Sudan is the largest country in Eastern Africa, followed by Ethiopia and then Tanzania. Kenya covers about 580,000 square kilometres. The smallest are Djibouti, Rwanda and Burundi.

A big country is not always richer or more populated: Rwanda is small but has many people per square kilometre.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which is the largest country in Eastern Africa?	**Sudan**
2	Which is the smallest country in Eastern Africa?	**Djibouti**
3	Name the three Eastern African countries the Equator passes through.	**Kenya, Uganda and Somalia**
4	Describe the position of Tanzania in relation to Kenya.	**Tanzania lies to the south of Kenya**