**MINSTRY OF GENERAL EDUCATION**

**SOUTHERN PROVINCE**

SCHEMES OF WORK

**SUBJECT**: SOCIAL STUDIES

**GRADE**: 5 **TERM**:1 **YEAR**: 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC/CONTENT | GENERAL OUTCOMES | METHODS | T/L RESOURCES | REFERENCE |
| 1 | LIVING TOGETHER IN THE COMMUNITY-DISTRICT* Locate on the map of Zambia the position of the district.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Map showing districts and provinces physical features.
 | * Grade 5 syllabus p.25

Longman grade 5 pupils book p. 1 - 40 |
| 2 | LIVING TOGETHER IN THE COMMUNITY-DISTRICT* Identify the main physical features on a map of the district.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Map showing districts and provinces physical features.
 | * Grade 5 syllabus p.25

Longman grade 5 pupils book p. 1 - 40 |
| 3 | LIVING TOGETHER IN THE COMMUNITY-DISTRICT* Describe social, economic, cultural, political structures of the district in the past.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Map showing districts and provinces physical features.
* Chart showing social, economic, cultural, political structures of the district in the past..
 | * Grade 5 syllabus p.25

Longman grade 5 pupils book p. 1 - 40 |
| 4 | LIVING TOGETHER IN THE COMMUNITY-DISTRICT* Mention the cultural composition of the people in the district.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Map showing districts and provinces physical features.
* Chart showing social, economic, cultural, political structures of the district in the past.
 | * Grade 5 syllabus p.25

Longman grade 5 pupils book p. 1 - 40 |
| 5 | LIVING TOGETHER IN THE COMMUNITY-DISTRICT* List names of historical and cultural sites in the district.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Map showing districts and provinces physical features.
* Chart showing social, economic, cultural, political structures of the district in the past.
* Chart showing names of historical and cultural sites in the district.
 | * Grade 5 syllabus p.25

Longman grade 5 pupils book p. 1 - 40 |
| 6 | LIVING TOGETHER IN THE COMMUNITY-DISTRICT* List names of historical and cultural sites in the district.
* State the significance of each historical/cultural site
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Map showing districts and provinces physical features.
* Chart showing social, economic, cultural, political structures of the district in the past.
* Chart showing names of historical and cultural sites in the district.
 | * Grade 5 syllabus p.25

Longman grade 5 pupils book p. 1 - 40 |
| 7 | MID- TERM TESTGOVERNANCESEX AND GENDER ROLES* Explain sex and gender roles.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Test items and marking
* Chart showing gender and sex roles.
 | Grade 5 syllabus p.25.Longman grade 5 pupils book p. 41 - 45 |
| 8 | GOVERNANCESEX AND GENDER ROLES* Explain gender discrimination.
* Discuss effects of gender discrimination.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing gender and sex roles.
* Chart showing effects of gender discrimination.
 | Grade 5 syllabus p.25.Longman grade 5 pupils book p. 41 - 45 |
| 9 | GOVERNANCESEX AND GENDER ROLES* Identify institutions that promote gender equality
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing gender and sex roles.
* Chart showing effects of gender discrimination.
* Chart showing institutions that promote gender equality
 | Grade 5 syllabus p.25.Longman grade 5 pupils book p. 41 - 45 |
| 10 | GOVERNANCETHREATS TO HUMAN RIGHTS* State factors that hinder citizens from enjoying their rights.
* Mention examples of human rights violations.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing rights and duties of a citizen.
* Chart showing factors that hinder citizen enjoy their rights.
 | • Grade 5 syllabus p.25.* Longman grade 5 pupils book p. 46 - 50
 |
| 11 | GOVERNANCETHREATS TO HUMAN RIGHTS* Identify organizations protecting human rights.
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing rights and duties of a citizen.
* Chart showing factors that hinder citizen enjoy their rights.
* Chart showing human rights organisation.
 | • Grade 5 syllabus p.25.* Longman grade 5 pupils book p. 46 - 50
 |
| 12 - 13 | END OF TERM 1 TESTS |  |  |

**NB: FOR MIDTERM , TESTTWO SUBJECTS PER DAY AND TEACH THE OTHER SUBJECTS THAT APPEAR ON THE TIME TABLE THAT DAY.**

**MINSTRY OF GENERAL EDUCATION**

**SOUTHERN PROVINCE**

SCHEMES OF WORK

**SUBJECT**: SOCIAL STUDIES

**GRADE**: 5 **TERM**: 2 **YEAR**: 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC/CONTENT | GENERAL OUTCOMES | METHODS | T/L RESOURCES | REFERENCE |
| 1 | CHRISTIAN LIVING- DISCIPLINE AND PUNISHMENT* Describe punishment
* Describe the importance of child discipline
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Chart showing types of punishments and their examples.
 | * Grade 5 syllabus p.26
* Longman grade 5 pupils book p. 51 - 55
 |
| 2 | CHRISTIAN LIVING- DISCIPLINE AND PUNISHMENT* Describe the importance of child discipline
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Chart showing types of punishments and their examples.
* Chart showing rules and consequences in punishment.
 | * Grade 5 syllabus p.26
* Longman grade 5 pupils book p. 51 - 55
 |
| 3 | CHRISTIAN LIVING- DISCIPLINE AND PUNISHMENT* Identify ways of discipline.
* ASSESSMENT
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Chart showing types of punishments and their examples.
* Chart showing rules and consequences in punishment.
 | * Grade 5 syllabus p.26
* Longman grade 5 pupils book p. 51 - 55
 |
| 4 | GOVERNANCESEX AND GENDER ROLES* institutions that promote gender equality
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing gender and sex roles.
* Chart showing effects of gender discrimination.
* Chart showing institutions that promote gender equality
 | * Grade 5 syllabus p.25
* Longman grade 5pupils book p. 41 - 45
 |
| 5 | GOVERNANCESEX AND GENDER ROLES* institutions that promote gender equality.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing gender and sex roles.
* Chart showing effects of gender discrimination.
* Chart showing institutions that promote gender equality
 | * Grade 5 syllabus p.25
* Longman grade 5pupils book p. 41 - 45
 |
| 6 | GOVERNANCESEX AND GENDER ROLES* institutions that promote gender equality
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing gender and sex roles.
* Chart showing effects of gender discrimination.
* Chart showing institutions that promote gender equality
 | * Grade 5 syllabus p.25
* Longman grade 5pupils book p. 41 - 45
 |
| 7 | MID –TERM TESTGOVERNANCETHREATS TO HUMAN RIGHTS* factors that hinder citizens from enjoying their rights.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Test items and marking keys
* Chart showing rights and duties of a citizen
 | • Grade 5 syllabus p.25.Longman grade 5pupils book p. 46- 50 |
| 8 | GOVERNANCETHREATS TO HUMAN RIGHTS* factors that hinder citizens from enjoying their rights.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing rights and duties of a citizen
 | • Grade 5 syllabus p.25.Longman grade 5pupils book p. 46- 50 |
| 9 | GOVERNANCETHREATS TO HUMAN RIGHTS* examples of human rights violations.
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing rights and duties of a citizen
 | • Grade 5 syllabus p.25.Longman grade 5pupils book p. 46- 50 |
| 10 | GOVERNANCETHREATS TO HUMAN RIGHTS* organizations protecting human rights
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing rights and duties of a citizen
 | • Grade 5 syllabus p.25.Longman grade 5pupils book p. 46- 50 |
| 11 | GOVERNANCETHREATS TO HUMAN RIGHTS* organizations protecting human rights
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Chart showing rights and duties of a citizen
 | • Grade 5 syllabus p.25.Longman grade 5pupils book p. 46- 50 |
| 12 - 13 | END OF TERM 2 TESTS |  |  |

**NB: FOR MIDTERM , TESTTWO SUBJECTS PER DAY AND TEACH THE OTHER SUBJECTS THAT APPEAR ON THE TIME TABLE THAT DAY.**

**MINSTRY OF GENERAL EDUCATION**

**SOUTHERN PROVINCE**

SCHEMES OF WORK

**SUBJECT**: SOCIAL STUDIES

**GRADE**: 5 **TERM**: 3 **YEAR**: 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC/CONTENT | GENERAL OUTCOMES | METHODS | T/L RESOURCES | REFERENCE |
| 1 | CHRISTIAN LIVING- DISCIPLINE AND PUNISHMENT* importance of child discipline
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Whip.
* Chart showing types of punishments and their examples
 | * Grade 5 syllabus p.26
* Longman grade 5pupils book p. 51 - 55
 |
| 2 | CHRISTIAN LIVING- DISCIPLINE AND PUNISHMENT* ways of discipline
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Whip.
* Chart showing types of punishments and their examples
 | * Grade 5 syllabus p.26
* Longman grade 5pupils book p. 51 - 55
 |
| 3 | CHRISTIAN LIVING- DISCIPLINE AND PUNISHMENT* punishment
* different types of punishment
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | * Whip.
* Chart showing types of punishments and their examples
 | * Grade 5 syllabus p.26
* Longman grade 5pupils book p. 51 - 55
 |
| 4 | ENVIRONMENT - RURAL-URBAN MIGRATION* ‘migration’.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Test items with making keys.
 | * Grade 5 syllabus p.26

Longman grade 5pupils book p. 56 - 61 |
| 5 | MID – TERM TESTENVIRONMENT - RURAL-URBAN MIGRATION* ‘rural-urban migration and its effects.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Test items with making keys.
 | * Grade 5 syllabus p.26

Longman grade 5pupils book p. 56 - 61 |
| 6 | ENVIRONMENT - RURAL-URBAN MIGRATION* possible solutions to rural-urban migration.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition |  | * Grade 5 syllabus p.26

Longman grade 5pupils book p. 56 - 61 |
| 7 | MID – TERM TESTENVIRONMENT - RURAL-URBAN MIGRATION* possible solutions to rural-urban migration.
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | Test items with making keys. | * Grade 5 syllabus p.26

Longman grade 5pupils book p. 56 - 61 |
| 8 | ENTREPRENEURSHIP - WEALTH GENERATION* entrepreneurship.
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Money
* Newspaper adverts
 | • Grade 5 syllabus p.26Longman grade 5pupils book p. 62 -67 |
| 9 | ENTREPRENEURSHIP - WEALTH GENERATION* how wealth can be generated
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | •Activity learning•Educational visits•Role play•Debate•Demonstration•Question and answer•Teacher exposition | * Money
* Newspaper adverts
 | • Grade 5 syllabus p.26Longman grade 5pupils book p. 62 -67 |
| 10 |

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| TRANSPORT AND  |

COMMUNICATION IN DISTRICTS* development of transport services
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | Charts showing transport and communicationPhoneLaptopsLettersRadio/televisionDrumWhistleBell/gong/siren | * Grade 5 syllabus p.26 -27
* Longman grade 5pupils book p. 68 - 76
 |
| 11 |

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| TRANSPORT AND  |

COMMUNICATION IN DISTRICTS* development of communication services
* Assessment
 | * Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
* Develop an Understanding of Spiritual and Moral Values
 | * Activity learning
* Educational visits
* Role play
* Debate
* Demonstration
* Question and answer
* Teacher exposition
 | Charts showing transport and communicationPhoneLaptopsLettersRadio/televisionDrumWhistleBell/gong/siren | * Grade 5 syllabus p.26 -27
* Longman grade 5pupils book p. 68 - 76
 |
| 12 - 13 | END OF TERM 3 TESTS |  |  |

**NB: FOR MIDTERM , TESTTWO SUBJECTS PER DAY AND TEACH THE OTHER SUBJECTS THAT APPEAR ON THE TIME TABLE THAT DAY.**