**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 TEST  GOVERNANCE  SEX 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 | GOVERNANCE  SEX 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 | GOVERNANCE  SEX 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 | GOVERNANCE  THREATS 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 | GOVERNANCE  THREATS 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 | GOVERNANCE  SEX 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 | GOVERNANCE  SEX 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 | GOVERNANCE  SEX 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 TEST  GOVERNANCE  THREATS 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 | GOVERNANCE  THREATS 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 | GOVERNANCE  THREATS 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 | GOVERNANCE  THREATS 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 | GOVERNANCE  THREATS 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 TEST  ENVIRONMENT - 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 TEST  ENVIRONMENT - 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.26  Longman 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.26  Longman grade 5pupils book p. 62 -67 |
| 10 | |  | | --- | | 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 communication  Phone  Laptops  Letters  Radio/television  Drum  Whistle  Bell/gong/siren | * Grade 5 syllabus p.26 -27 * Longman grade 5pupils book p. 68 - 76 |
| 11 | |  | | --- | | 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 communication  Phone  Laptops  Letters  Radio/television  Drum  Whistle  Bell/gong/siren | * Grade 5 syllabus p.26 -27 * Longman grade 5pupils book p. 68 - 76 |
| 12 - 13 | END OF TERM 3 TESTS | | |  |  |

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