

Social Studies Syllabuses
Grade 6

Learning outcomes of Grade 6 Social Studies

1. To develop understanding and acquire knowledge of:

- The location of East African countries
- The problems of preserving and protecting our heritage
- The effect of climate and resources on the settlement and livelihood of East Africa
- The continents and oceans of the world and fresh water bodies of East Africa
- Differences between fresh and marine water
- The layers of the atmosphere and the component of the lower layer of the atmosphere
- Types, distribution and major factors that affect natural vegetation and wildlife in East Africa
- The causes and effects of human interference and disturbance on environment
- Conservation methods and the importance of national parks
- Children's rights, their violation, and escaping mechanisms
- Sub-regional organizations, member states and the partnership targets of the organizations in East Africa
- Features of Nubian and Axumite civilizations
- Ancient civilization of (Ethiopia) Axum and East Africa
- Densely and sparsely populated areas of East Africa

2. To develop skills and abilities of:

- Sketching a map and use of colors, signs and symbols to indicate different features
- Drawing and labeling the layers of the atmosphere
- Debating on issues of population growth, poverty and development
- Demonstrating scientific enquiry skills e.g. observing, collecting analyzing and reporting on child right violation, population growth, poverty HIV/AIDS and under development
- Draw sketch map of Ethiopia to indicate the National Parks

3. To develop the habits & attitude of

- Ancient civilization and heritages in Eastern Africa
- To preserve local heritage from damage
- Participate in combating HIV/AIDS
- Willingness to participate in Anti AIDS club
- Keeping ponds and spring cleaning

Unit 1: The Location, Settlement and People of East Africa (19 periods)

Unit Outcomes: Students will be able to:

- Identify the location of East African countries
- Appreciate ancient civilization and heritage in East Africa
- Be aware of the difficulties of conserving heritage
- Recognise the effects of climate and natural resources on settlement and livelihood in East Africa

| Competencies | Contents | Suggested activities |
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| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Know the relative location of East Africa • List the countries of East Africa. • Distinguish the time and major features of Nubian civilization with Aksumite civilization. • Identify the major heritage of ancient civilization of East Africa. • State the problems which face heritage sites • Explain the methods used in some areas to protect historical sites | <p>1. The Location, Settlement and People of East Africa</p> <p>1.1 Location (3 periods)</p> <ul style="list-style-type: none"> • Relative location and countries of East Africa <p>1.2 The people of Eastern Africa (4 periods)</p> <ul style="list-style-type: none"> • The ancient civilization of Nubia and Axum • The heritage of Axum <p>1.3 The protection and preservation of heritage sites problems encountered at heritage sites (2 periods)</p> <ul style="list-style-type: none"> • Ways of preserving sites while letting people have access. • Educating the visiting public | <ul style="list-style-type: none"> • Ask the students to explain what they think relative location means. Explain that it means locating places in relation to land masses and water bodies • Draw a blank map of East Africa on the board and ask students to copy the blank in groups. Now ask the groups to add the countries of East Africa adjacent to Red Sea and the Indian Ocean. Finally, ask them as a class to complete the map on the board. They can then copy the complete map in their books. • Ask students to identify the relative location of Nubia and Axum. Next introduce them to Nubian culture. Finally, ask students in discussion to compare and contrast these two civilizations. Then students write a report. • Ask students to work in groups and to find out about the importance of heritage as a source of income from tourism. Use statistics for visitor numbers to the most popular sites in Ethiopia. (Information from Ministry of tourism). • Use a case study of a popular site in another country, which is over visited, e.g. Lamu. • Next ask students in groups to tell the class about problems facing sites such as robbery, pollution, destruction of materials, carving • Students write a public information leaflet on how to behave at Axum. |

| Competencies | Contents | Suggested activities |
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| <ul style="list-style-type: none"> Identify densely and sparsely populated areas of East Africa Explain the cause and effects of population movement in East Africa and Ethiopia Distinguish the factors for population concentration in the Highlands of Ethiopia and Kenya, and Tanzania Identify the effect of rapid population growth in Eastern Africa. List effects of urbanization on society and culture. Generalize the factors responsible for the variation of settlement and livelihood Review how political instability and civil war can affect the population | <p>1.4. Settlement and livelihood in East Africa (6 periods)</p> <ul style="list-style-type: none"> Population distribution Population movement The effects of rapid population growth Effects of urbanization on society and culture <p>1.4.1 Factors for the variation of settlement & livelihood (4 periods)</p> <ul style="list-style-type: none"> Climate and resources Instability and civil war | <ul style="list-style-type: none"> Let the students indicate the densely and sparsely populated areas of Eastern Africa using a map. Discuss the factors and effects of population movement in Ethiopia by taking the Oromo population movement as an example Compare this with population growth and movement in another East African country Discuss with students what they see as the key factors which cause population movement, e.g. population pressure on scarce grazing land, migration to urban centres in search of work Comparison between Addis Ababa and Nairobi (Case study of two people’s lives, one from each city, who have migrated to town) Effects of urbanization on society and culture: Discuss effects of living far from home. Case study comparison between an upland settlement in Ethiopia and a lowland coastal settlement in Kenya (Giriama) looking at resources, e.g. soil, water, economic activity Draw a map of East Africa on the board with countries marked. Ask students to tell you about areas where there has been civil war or instability. List these on the board. Case study comparison of two areas where population has migrated because of disturbance, e.g. Ethiopia, Uganda, Somalia |

Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description based on the specific objectives to determine whether the students has achieved the minimum required level.

A student working at minimum requirement level will be able to:-

- Distinguish the relative location of Eastern Africa.
- List countries of Eastern Africa
- Distinguish the time and major features of Nubian civilization and Axumite civilization.
- Identify the major heritages of ancient civilizations of Ethiopia
- State the problems encountering heritages
- Write the methods of preserving heritages

- Identify densely and sparsely populated areas of Eastern Africa
- Explain the causes and effect of population movement in Ethiopia
- Distinguish the factors for population concentration over the highlands of Ethiopia
- Generalize the factors responsible for the variation of settlement and livelihood.

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent. Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 2: Earth, Our Home (19 periods)

Unit Outcomes: Students will be able to:

- Identify the continents, water bodies of the world, and compare and contrast fresh water with marine water
- Describe the land features of Eastern Africa
- Identify the layers of the atmosphere and describe the components of lower layer of the atmosphere
- Sketch a map and use colours, signs & symbols to indicate different land features.

| <i>Competencies</i> | <i>Contents</i> | <i>Suggested activities</i> |
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| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • List the continents of the world • Name the oceans of the world <ul style="list-style-type: none"> • Identify the major physical features of East Africa. • State the significance of the Great Rift Valley | <p>2. Earth, Our Home</p> <p>2.1 The Surface of the earth (4 periods)</p> <ul style="list-style-type: none"> • The Continents • Water bodies <ul style="list-style-type: none"> - Types of water(fresh water and marine water) - Water bodies and their economic uses and Eastern Africa <p>2.2 Major landforms of East Africa (4 periods)</p> <ul style="list-style-type: none"> • Physical features of East Africa, • The Great Rift Valley | <ul style="list-style-type: none"> • Ask the students to name the seven continents from largest to smallest on a blank world map on the board then copy it in their books: Asia, Africa, North America, South America, Antarctica, Australia and Europe. Let the teacher assist the students to mention the major water bodies Let the students name major water bodies of the world i.e. (ocean, Seas, lakes and rivers) Oceans – Indian , pacific ... Seas - Mediterranean and Red Sea Lakes - Victoria and Tana Rivers - Nile, Amazon, Congo and Mississippi • Let the students identify the types of water and give example for each as: Marine and Fresh • Let the teachers assist the students to discuss the economic importance of water bodies as: Transportation (Navigation) irrigation, fishing and power. • Help the students to summarize about continents, land features of Eastern Africa, Water bodies and the economic uses of water bodies in Eastern Africa. • Case study of the River Nile • Students make a world map to put on the classroom wall. • They can also add to the world map in their book. • Students as a class mark the major physical features which they know on a map on the board. Teacher than explains and adds the unknown ones. Include the following: Rift valley, Volcanic mountains, e.g.Lengai, Mt. Kilimanjaro Mt. Kenya Mt. Elgon Mt. Ras Dashen, Kobar sink i.e. Dallol • Ask students what they notice about the position of the volcanic mountains in relation to the Rift Valley. Shade the whole of the rift on the map on the board. Explain when the Rift Valley was formed. |

| Competencies | Contents | Suggested activities |
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| <ul style="list-style-type: none"> • Name the rivers, lakes and seas of East Africa • Compare and contrast the properties of marine and fresh water • Understand the economic uses of water in East Africa • Identify some key examples • Understand that water is of strategic importance. • Identify the layers of the atmosphere. • Describe the components of the lower layer of the atmosphere. • Draw and level the atmospheric layers | <p>2.3 Water resources in East Africa (2periods)</p> <ul style="list-style-type: none"> • Lakes, rivers and seas of East Africa • Fresh and salt water <p>2.4 Water and its economic use in East Africa (2periods)</p> <p>2.5 The Atmosphere (2periods)</p> <ul style="list-style-type: none"> • Layers of the atmosphere • The Troposphere and its components | <ul style="list-style-type: none"> • Ask students to help you to add rivers and lakes to your map of East Africa, and finally the Indian Ocean and Red Sea. • Ask them how much they know about them as you do this • Then they can add the information to their East Africa map. • Practical experiment with flotation of an object in a jar of pure water versus a jar of very salty water. Ask some students to taste the salty water and if they think that it could be used for irrigation for agriculture. • Case study about fresh water fishing in Lake Victoria • Case study about the Dead Sea, which is so salty that it supports you when you swim in it c.f.a Rift Valley Lake, e.g. Lake Nakuru, which has other minerals in it. • Ask students to list uses which they can think of and make headings on the board, e.g. transport, irrigation, fishing, hydro-electric power. List the examples for each underneath • Now look at a brief case study for each one, e.g. fishing in Djibouti, hydro-electric power in Uganda, irrigation beside the lake (Ethiopia), transport, Cargo ships at Mombasa • Class quiz to review knowledge of physical features introduced in this unit and their uses. • Ask the students to explain what they know about the atmosphere and to suggest definitions which are written on the board. Choose the best one. • Now draw a diagram of the earth's curve showing the layers of the troposphere, stratosphere, mesosphere, thermosphere. Explain how deep each layer is • Use the example of aircraft and the height at which they fly to explain the layers, ordinary aircraft, Concorde, Spacecraft • Next, explain that the lower layer of air, or troposphere, is made up of nitrogen, oxygen, carbon dioxide and others. • Case study: Air at altitude and lack of oxygen. Climbers and pilots need to use oxygen above 10 000 feet, and aircraft cabins are pressurized because of this. If you don't have enough oxygen, you begin to make stupid decisions and you will eventually become unconscious. |

| <i>Competencies</i> | <i>Contents</i> | <i>Suggested activities</i> |
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| <ul style="list-style-type: none"> • Appreciate the significance of colour on a map • Identify the major conventional signs and symbols used on a map • Use conventional signs and symbols to represent information on a sketch map. • Make a simple map key | <p>2.6 Conventional signs and symbols (5 periods)</p> <ul style="list-style-type: none"> • The use of colour • Major signs and symbols | <ul style="list-style-type: none"> • Use a 1: 50 000 map and place it on the blackboard. Ask students to identify what each colour is used for and write a list down the side, e.g. green/ vegetation, blue/water, brown/high areas, yellow/lower plateaus, white/highest peaks, red/main roads • Explain the concept of a key .Students then study a small section of the 1:50 000 map selected because it includes a variety of symbols. They make a simple key from the symbols which they see • As a class activity, draw and name the signs and symbols, e.g. Industrial areas, schools, Churches, Mosques, railways, roads, trees, houses, • Students draw a sketch map of their area using colours, symbols and a key. |

Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description based on the specific objectives to determine whether the student has achieved the minimum required level.

A student working at the minimum requirement level will be able to:-

- List the continents of the world and major land features in Eastern Africa
- State the water bodies of the world
- Compare and contrast Fresh water with marine water
- Recognize the economic use of water bodies in Easter Africa
- Point out the layers of atmosphere

- Describe the components of the lower layers of atmosphere
- Identify the major conventional signs and symbols used on a map
- Use conventional signs and symbols to represent information on sketch map.

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent. Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 3:Our Environment (14 periods)

Unit Outcomes: Students will be able to:

- Identify types of vegetation, its distribution and major factors that affect natural vegetation and wild animals in East Africa
- Realize the causes and effects of human interference on the environment
- Recognize conservation methods and the importance of national parks
- Show an interest in preventing damage to the local environment

| <i>Competencies</i> | <i>Contents</i> | <i>Suggested activities</i> |
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| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Relate the presence of wild animals to the distribution of natural vegetation. • Realize that animals adapt and evolve to suit their habitat <ul style="list-style-type: none"> • Identify the major factors which affect the distribution of natural vegetation. • Appreciate that wildlife is affected if the environment is damaged and by increased human presence. • Appreciate the aesthetic value of natural vegetation and wild animals in East Africa. • Appreciate that tourism income can contribute to the protection of wild animals and their habitat. | <p>3. Our Environment</p> <p>3.1 Natural Vegetation & wildlife in East Africa (2 periods)</p> <ul style="list-style-type: none"> • Types and distribution of natural vegetation and wild animals • Animals and their adaptation to their habitat <p>3.1.2 Factors that affect the distribution of natural vegetation and wild animals in East Africa (2 periods)</p> <ul style="list-style-type: none"> • Key factors which affect natural vegetation and wild animals (natural and human factors) • Wild animals: our world heritage | <ul style="list-style-type: none"> • Ask students to explain the features of forest, grassland and semi-desert. Under three headings on the board then add new information for them. • Compare case studies of three examples from three countries in East Africa, e.g. desert in Ethiopia, Grassland in Kenya(Masai Mara) Mountain forest in Uganda • Under the three headings for habitat, list the animals found in each area. Some species may be found in more than one habitat. <ul style="list-style-type: none"> • Ask students what they think the major factors are which affect the distribution of natural vegetation. • Discuss global warming and climate change, farming practices, • Case study of the effects drought in the national parks, elephant migration due to increased introduction of farming • Disappearance of leopards and other shy big cats as human encroach on habitat and by hunting • Case study on gorillas of Uganda and Ruanda: Destruction of their forest habitat and hunting • Research the list of endangered species • Mention World Wild life Fund. |

| Competencies | Contents | Suggested activities |
|---|---|--|
| <ul style="list-style-type: none"> • Evaluate the different human causes of damage to the natural environment • Differentiate the effect of human interference in natural vegetation. • Explain methods of conserving soil • Explain how to conserve water • Explain how to purify water • Explain the purpose and importance of national parks • Locate Ethiopian national parks on the map • Identify major national parks of East Africa | <p>3.2 Human interference and disturbance to our environment (4 periods)</p> <ul style="list-style-type: none"> • The Causes: The need for new farmland and pasture, the need for construction of houses, migration to an area due to unrest or climate change • The effects: Soil erosion, removing • vegetation, water shortage, drought, famine, migration <p>3.3 Methods of conserving water & soil (4 periods)</p> <ul style="list-style-type: none"> • Afforestation, reforestation and agro-forestry • Terracing • Contour ploughing • Crop rotation • Reducing the overuse of chemical fertilizer and susing organic fertiliser • Water harvesting • Water purification • Pollutant reduction • Keeping ponds and springs clean • Water harvesting • Water purification • Pollutant reduction • Keeping ponds and springs clean | <ul style="list-style-type: none"> • Discuss and list reasons for forest clearance for farming including population growth. then introduce a case study from Ethiopian highlands • Discuss reasons for population growth as natural or due to migration leading to pressure for housing and need for firewood • Students in groups study one aspect per group. e.g. drought, soil erosion, deforestation, overgrazing, water shortage, drought and famine, migration • Each group tries to find out as much as possible about their topic and presents information about an example to the class • Two case studies for comparison, one of overgrazing and one on soil erosion.(Ethiopia and Kenya). • Discuss types of tress suitable for afforestation • Introduce a case study on agro-forestry which produce organic compost and discuss crop rotation (Kenya) • Discuss and draw diagrams of contour ploughing • Discuss and draw diagrams of contour ploughing • Discuss and draw diagrams of water harvesting systems • Discuss and write a leaflet on water purification and keeping springs and ponds clean |

| Competencies | Contents | Suggested activities |
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| | <p>3.4 National parks and their importance in Ethiopia and East Africa (2 periods)</p> <ul style="list-style-type: none"> • The location, importance and purpose of national parks in Ethiopia for conservation, research and heritage • The national parks of East Africa: success stories of animal and habitat protection | <ul style="list-style-type: none"> • Ask students to list the national parks which they have heard of and write the names on the board. Opposite each one indicate what vegetation or animals are being protected • Debate about whether or not students think parks are successful. Include the following in the list: Awash National Park. Semien mountains National park NechSar National Park Bale Mountain National Park Mago National Park Omo National Park Gambella National Park Yangudi Rassa National; Park • Students draw a map and include the national parks using symbols and a key. • Case study of a successful park in Ethiopia • Case study of the Masai Mara (Kenya) • Students discuss a map showing East African parks, consider the climate and vegetation, and discuss the types of wildlife likely to be found there. • Case study: Nairobi wildlife orphanage |

Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description based on the specific objectives, to determine whether the students has achieved the minimum required level.

A student working at the minimum requirement level will be able to:-

- Relate wild animals with the distribution of Natural Vegetation
- Select the major factors affecting the distribution of natural vegetation and wild life
- Realize the aesthetic value of natural vegetation and wild animals in Eastern Africa
- Differentiate the causes of intervention of human in the natural environment
- State methods of conserving water and Soil

- Describe what national park mean
- Indicate national parks of Ethiopia on map
- Identify major national parks of Eastern Africa
- Analyze the importance of national parks
- Accept the importance of protecting national parks from unwise practices

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Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 4: Public Agenda (17 Periods)

Unit Outcomes: Students will be able to:

- Participate in combating HIV/AIDS
- Give examples of children’s rights violation and escaping mechanisms.
- Identify sub-regional organizations, member states and explain the partnership aims of East African organisations
- Allotted Periods.

| <i>Competencies</i> | <i>Main Contents</i> | <i>Suggested activities</i> |
|---|---|---|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Realize the importance of community solidarity in combating HIV/AIDS • Develop positive attitudes on how to live and learn with peoples and their families affected by HIV/AIDS • Take responsibility to behave without stigma and, discrimination and to give care and support to people and families who live with HIV/AIDS. • Explain the impact of rapid population growth on the natural environment of East Africa • Explain what children’s basic rights are | <p>4. Public agenda</p> <p>4.1. Population related issues (3Periods)</p> <ul style="list-style-type: none"> • Combating HIV/AIDS through community solidarity and taking citizen’s responsibility • Avoiding stigma and discrimination • Providing care and support <p>4.1.1 Rapid population growth (3 Periods)</p> <ul style="list-style-type: none"> • The challenge of deforestation, drought and famine, scarcity of arable land, fragmentation. • Insecurity , food and housing shortages and pollution: <p>4.2 Children’s rights and their safety (3 Periods)</p> <ul style="list-style-type: none"> • Brief and relevant reviewing the UN Declaration of Rights of the Child | <ul style="list-style-type: none"> • Ask the students what they know about HIV/AIDS. Discuss ways in which the community can help give care and support. • Case study of community help in a town or village, perhaps with NGO involvement • Case study of an affected family in Ethiopia and one in Uganda. • Role play of student reactions to a classmate who is sick showing how the sick person feels and how the students behave. • Discussion of the scale of the problem in the local community. Students then draw up plans which could help. • Discuss/review reasons for rapid population growth or migration. • Case study of poor housing due to migration because of drought c.f. a case study of poor urban housing in Nairobi because of population pressure. • Case study of migrants in a refugee camp because of instability/war. • Pollution of a river: case study/interview with a resident of the area. • Case study of an area where food production has dropped because of climate change, and the population has increased • Ask students if they can remember some of the basic rights of the child from last year. Write them down. • Discuss some of articles 1 to 42 from the Save the Children |

| <i>Competencies</i> | <i>Main Contents</i> | <i>Suggested activities</i> |
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| <ul style="list-style-type: none"> • Understand how these rights are violated in Ethiopia • Apply escaping mechanisms of child rights violation. • Resist peer pressure • Know how to avoid accidents • Know how to react if something happens • Name each sub-regional organizations in Eastern Africa and explain their purpose • Indicate the geographical coverage of East African Sub-regional organisations • Explain the need for partnership targets. | <ul style="list-style-type: none"> • Examples of abuse of children’s rights, e.g. child abuse, abduction, trafficking, labour exploitation 4.2.1 Escaping strategies (2 Periods) • Say no, get away, tell an adult • Resist peer pressure 4.2.2 Accident prone Practices and safety measures (2 Periods) • Electricity • Poison • Fires (home or bush) • Explosives/mines 4.3. Partnership Issues (4Periods) • Sub Regional organizations (IGAD, Nile Basin Initiative (ENSAP EAC) • Geographical Coverage • Partnership targets. | <ul style="list-style-type: none"> • Class discussion on examples of abuse • Groupwork: students discuss and then write down a list of abuses which they know have taken place in their area. Teacher should be very sensitive in case students want to talk in confidence. • Case studies of abuse in Ethiopia and abuse in another East African country. • Case study of repeated violence from a family member etc. or attempted abduction • Discussion of escape strategies • Students discuss problems they know of • Discussion of what to do if a parent or siblings wants you to keep quiet, even if they know that what is happening is wrong. • List different categories of accident on the board and asks students to give examples of things which have happened to people whom they know. • Ask students to explain how to avoid these accidents • Next ask students what they should do if such accidents occur. • Now ask students to write a safety leaflet and o make a class wall poster. • Discuss what an acronym is with students and ask them to list any which they know. Give them the names of the organisations which they don’t know. List what they do underneath. • Ask students if they think that these organizations are a bad or a good idea. • Case study of a real person who works in a regional organization and It could be a diary of his or her day. • And could also include an interview about what he or she, and the organization, has as a target or goal. • Ask children if they like to know what they have to do to pass their exams. Explain that goals or targets are always helpful and that people can then aim for them. Ask them if they have any personal goals or targets. • Example of a football team which wants to climb the league. Would the team work together if they didn’t care about winning? Their target is to win. • Everybody needs to know what he or she has to do. So do countries. |

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description based on the specific objectives, to determine whether the students has achieved the minimum required level.

A student working at the minimum requirement level will be able to:-

- Realize the importance of community solidarity in combating HIV/AIDS.
- Develop attitudes to live and learn with people living with HIV/AIDS and their families.
- Adhere to the responsibility of citizens and avoiding stigma, discrimination and give care and support to people living with HIV/AIDS and their families.
- Explain the impacts of rapid population growth on natural and social environments in Eastern Africa

- State the manifestation of child rights violation in Ethiopia
- Apply escaping mechanisms of child rights violation
- Perform safety measures to avoid accidents
- State sub regional organizations in Eastern Africa
- Indicate the geographical coverage of sub-regional organizations of Eastern Africa
- Differentiate the partnership targets of each organization
- Discuss the need for partnership targets

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