

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 HISTORY AND CITIZENSHIP  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. History & Citizenship Grade 10 Curriculum Design (KICD)
2. Approved History Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP History Grade 10

CBC Edu Kenya · [cbcedukenya.com](http://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 HISTORY AND CITIZENSHIP.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOURCES** | Sub-Strand: **Primary Sources**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	History And Citizenship
<b>GRADE</b>	10
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	SOURCES
<b>SUB-STRAND</b>	Primary Sources
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify b) Evaluate c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	What is primary?
<b>CORE COMPETENCY</b>	Communication; Critical Thinking; Self-Efficacy
<b>VALUES</b>	Respect, Responsibility, Patience
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Values Education
<b>LEARNING RESOURCES</b>	Documents

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Primary Sources by writing the key inquiry question on the board: "What is primary?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify. Display the resources for the lesson (Documents) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair classify. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What is primary?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Evaluate". Invite one or two volunteers to come up and try the next

	example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Primary Sources together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Primary Sources independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Primary Sources? (2) How would you answer "What is primary?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Primary Sources in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **SOURCES** | Sub-Strand: **Secondary Sources**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	History And Citizenship
<b>GRADE</b>	10
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	SOURCES
<b>SUB-STRAND</b>	Secondary Sources
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify b) Evaluate c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	What is secondary?
<b>CORE COMPETENCY</b>	Communication; Critical Thinking; Self-Efficacy
<b>VALUES</b>	Respect, Responsibility, Patience
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Values Education
<b>LEARNING RESOURCES</b>	Documents

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Secondary Sources by writing the key inquiry question on the board: "What is secondary?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify. Display the resources for the lesson (Documents) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair classify. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What is secondary?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Evaluate". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Secondary Sources together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose

	work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Secondary Sources independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Secondary Sources? (2) How would you answer "What is secondary?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Secondary Sources in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

— **END OF PREVIEW** —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 10 HISTORY AND CITIZENSHIP TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Sources	Primary Sources	a) Identify b) Evaluate c) Apply	What is primary?	Examples; pair classify	Documents	Oral, written
1	2	Sources	Secondary Sources	a) Identify b) Evaluate c) Apply	What is secondary?	Examples; pair classify	Documents	Oral, written
1	3	Sources	Source Evaluation	a) Reliability b) Bias c) Apply	How judge sources?	Worked examples	Documents	Written, peer
2	1	Pre-Colonial Africa	Bantu Migration	a) Causes b) Routes c) Effects	Why migrate?	Maps; discuss	Maps	Oral, written
2	2	Pre-Colonial Africa	Kingdoms	a) Identify b) Organisation c) Apply	How organised?	Discuss; case study	Articles	Oral, peer
2	3	Pre-Colonial Africa	Trade	a) Identify routes b) Goods c) Apply	What was traded?	Maps	Maps	Oral, written
3	1	Colonialism	Scramble for Africa	a) Causes b) Berlin Conference c) Apply	Why scramble?	Discuss; map	Maps	Oral, written
3	2	Colonialism	Partition	a) Identify boundaries b) Effects c) Apply	How partitioned?	Map study	Maps	Written, peer
3	3	Colonialism	Methods of Rule	a) Direct b) Indirect c) Apply	How ruled?	Discuss; case study	Articles	Oral, peer
4	1	Resistance	African Resistance	a) Identify b) Outcomes c) Apply	Who resisted?	Discuss; biographies	Articles	Oral, peer
4	2	Resistance	Mau Mau	a) Causes b) Methods c) Effects	Why Mau Mau?	Discuss; case study	Articles	Oral, peer
4	3	Resistance	Other Movements	a) Identify b) Compare c) Apply	How compared?	Discuss	Articles	Oral, peer
5	1	Independence	Path to Independence	a) State steps b) Identify leaders c) Apply	How independent?	Timeline	Charts	Written, peer
5	2	Independence	First Generation Leaders	a) Identify b) Vision c) Achievements	Who led?	Biographies	Articles	Oral, written
5	3	Independence	Challenges of Independence	a) Identify b) Solutions c) Apply	What problems?	Discuss	Articles	Oral, peer
6	1	Building Modern	First Republic	a) Kenyatta era b) Achievements c) Apply	What achieved?	Discuss; biographies	Articles	Oral, peer

		Kenya						
6	2	Building Modern Kenya	Second Republic	a) Moi era b) Apply c) Apply	What achieved?	Discuss	Articles	Oral, peer
6	3	Building Modern Kenya	Third Republic	a) Multi-party b) Reforms c) Apply	What changed?	Discuss	Articles	Oral, peer
7	1	Citizenship	Constitution 2010	a) Sources b) Bill of Rights c) Apply	What is constitution?	Read; discuss	Constitution	Oral, written
7	2	Citizenship	Devolution	a) Levels b) Functions c) Apply	How devolution works?	Discuss; chart	Charts	Oral, written
7	3	Citizenship	Three Arms of Government	a) Executive b) Parliament c) Judiciary	What three arms?	Discuss; chart	Charts	Oral, written
8	1	Citizenship	Elections	a) Process b) Significance c) Apply	How elect?	Mock election	Ballots	Practical, peer
8	2	Citizenship	Civic Engagement	a) State ways b) Apply c) Build values	How participate?	Discuss; pair plan	Articles	Oral, peer
8	3	Citizenship	National Values	a) Identify b) Apply c) Build values	What values?	Discuss	Articles	Oral, peer
9	1	World History	World War I	a) Causes b) Effects c) Apply	Why WWI?	Discuss; case study	Articles	Oral, peer
9	2	World History	World War II	a) Causes b) Effects c) Apply	Why WWII?	Discuss; case study	Articles	Oral, peer
9	3	World History	Cold War	a) Define b) Effects c) Apply	What was Cold War?	Discuss	Articles	Oral, peer
10	1	Pan-Africanism	Origins	a) Identify b) Leaders c) Apply	What is Pan-Africanism?	Discuss; biographies	Articles	Oral, peer
10	2	Pan-Africanism	African Union	a) Founding b) Functions c) Apply	What does AU do?	Discuss	Articles	Oral, peer
10	3	Pan-Africanism	African Identity	a) Define b) Build c) Apply	What makes us African?	Discuss; share	Stories	Oral, peer
11	1	Historical Skills	Source Analysis	a) Compare b) Synthesise c) Apply	How analyse?	Worked examples	Documents	Written, peer
11	2	Historical Skills	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Historical Skills	Mock Paper 2	a) Improve b) Apply strategies c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2	a) Apply b) Show skills c)	How use this?	Practical tasks	Materials	Observation,

			Revision	Self-assess				oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

