

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 5 SOCIAL STUDIES
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 — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	5
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Social Studies Grade 5 Curriculum Design (KICD)
2. Approved Social Studies Grade 5 Learner's Book
3. Approved Teacher's Guide
4. MTP Social Studies Grade 5

CBC Edu Kenya · 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 5 SOCIAL STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **CITIZENSHIP** | Sub-Strand: **Good Citizen**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	5
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	CITIZENSHIP
SUB-STRAND	Good Citizen
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) State qualities b) Apply daily c) Build values
KEY INQUIRY QUESTION(S)	What makes good citizen?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Patriotism, Integrity, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion; Governance
LEARNING RESOURCES	Charts

ORGANISATION OF LEARNING

INTRODUCTION	(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 Good Citizen by writing the key inquiry question on the board: "What makes good citizen?". 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 state qualities. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. 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: "State qualities". 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.
STEP 2	(8 min) Direct teach with a worked example. Pair share. 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 makes good citizen?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Apply daily". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Good Citizen 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.
STEP 4	(7 min) Independent application and formative assessment. apply Good Citizen 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: "Build values".
CONCLUSION	(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 Good Citizen? (2) How would you answer "What makes good citizen?" 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.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Good Citizen 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.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **CITIZENSHIP** | Sub-Strand: **Rights and Responsibilities**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	5
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	CITIZENSHIP
SUB-STRAND	Rights and Responsibilities
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify children's rights b) Identify responsibilities c) Apply
KEY INQUIRY QUESTION(S)	What rights do children have?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Patriotism, Integrity, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion; Governance
LEARNING RESOURCES	Charts

ORGANISATION OF LEARNING

INTRODUCTION	(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 Rights and Responsibilities by writing the key inquiry question on the board: "What rights do children have?". 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 children's rights. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Read CRC. 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 children's rights". 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.
STEP 2	(8 min) Direct teach with a worked example. Pair pledge. 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 rights do children have?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify responsibilities". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Rights and Responsibilities 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.
STEP 4	(7 min) Independent application and formative assessment. apply Rights and Responsibilities 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".
CONCLUSION	(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 Rights and Responsibilities? (2) How would you answer "What rights do children have?" 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.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Rights and Responsibilities 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.
REFLECTION ON THE LESSON	_____

— 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.

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SECTION B: SCHEME OF WORK — GRADE 5 SOCIAL STUDIES 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	Citizenship	Good Citizen	a) State qualities b) Apply daily c) Build values	What makes good citizen?	Discuss; pair share	Charts	Oral, peer
1	2	Citizenship	Rights and Responsibilities	a) Identify children's rights b) Identify responsibilities c) Apply	What rights do children have?	Read CRC; pair pledge	Charts	Oral, peer
1	3	Citizenship	National Symbols	a) Identify symbols b) Show respect c) Build patriotism	What do symbols mean?	Show; sing anthem	Flag, anthem	Oral, observation
2	1	Government	Levels of Government	a) Identify national/county/sub-county b) State role c) Build civic awareness	Who governs us?	Discuss; pair quiz	Charts	Oral, written
2	2	Government	Three Arms	a) Identify executive/legislature/judiciary b) State role c) Build understanding	What does Parliament do?	Discuss; pair share	Charts	Oral, written
2	3	Government	Devolution	a) Identify county role b) State services c) Apply	What does our governor do?	Discuss; pair share	Articles	Oral, peer
3	1	Geography	Map Skills	a) Read maps b) Identify symbols c) Apply	What does symbol mean?	Show map; pair quiz	Maps	Written, peer
3	2	Geography	Compass and Scale	a) Use compass b) Apply scale c) Apply	How calculate distance from map?	Show; pair calculate	Maps, ruler	Practical, peer
3	3	Geography	Africa	a) Locate African countries b) Identify regions c) Apply	Where is Egypt? Tanzania?	Show map; pair label	Africa map	Observation, written
4	1	Geography	Physical Features	a) Identify mountains/lakes/ivers b) Locate c) Apply	What features does Africa have?	Map; pair label	Africa map	Observation, written
4	2	Geography	Climate Zones	a) Identify zones b) Connect to weather c) Apply	Why diff areas have diff climate?	Discuss; pair quiz	Maps, charts	Oral, written
4	3	Geography	Population	a) Identify population patterns b) State growth c) Apply	Where do people live?	Discuss; pair share	Stats, charts	Oral, peer
5	1	History	Pre-Colonial Africa	a) Identify communities b) State way of life c) Build heritage	How ancestors lived?	Discuss; resource person if available	Charts	Oral, peer
5	2	History	Colonialism	a) Identify European colonisers b) State key events c) Build awareness	What is colonialism?	Discuss simply; pair share	Articles	Oral, written

5	3	History	Independence	a) Identify African independence b) Identify leaders c) Build patriotism	When did Africa become free?	Discuss; pair share	Articles, pictures	Oral, peer
6	1	History	National Heroes	a) Identify heroes b) State contributions c) Build inspiration	Who are our heroes?	List; pair share	Pictures	Oral, peer
6	2	History	Major Events	a) Identify Madaraka/Jamhuri/Mashujaa b) State significance c) Apply	Why celebrate these days?	Discuss; pair share	Charts	Oral, peer
6	3	History	Constitution	a) State Kenya has constitution b) Identify importance c) Apply	Why does Kenya need constitution?	Discuss simply	Charts	Oral, peer
7	1	Economic Activities	Farming	a) Identify Kenyan farming b) Identify crops c) Apply	What grows in our area?	Discuss local crops	Pictures	Oral, peer
7	2	Economic Activities	Trade	a) Identify markets b) Identify trade c) Apply	Where do people trade?	Discuss markets	Pictures	Oral, peer
7	3	Economic Activities	Industry	a) Identify Kenyan industries b) Identify products c) Apply	What is made in Kenya?	Discuss; pair list	Pictures	Oral, written
8	1	Economic Activities	Tourism	a) Identify tourism b) Identify attractions c) Apply	Why come to Kenya?	Discuss; pair share	Pictures	Oral, peer
8	2	Economic Activities	Mining	a) Identify minerals b) State location c) Apply	What minerals?	Map; pair label	Map, articles	Written, oral
8	3	Economic Activities	Fishing	a) Identify fishing in Kenya b) Identify communities c) Apply	Where do people fish?	Map; discuss	Map, pictures	Oral, written
9	1	Social Issues	Population Growth	a) Identify Kenya's population b) Discuss growth c) Build awareness	How many people?	Discuss; pair share	Stats	Oral, peer
9	2	Social Issues	Urbanisation	a) Identify rural vs urban b) State migration c) Apply	Why move to cities?	Discuss; pair share	Articles	Oral, peer
9	3	Social Issues	Diversity	a) Identify Kenyan tribes b) Celebrate c) Build unity	Why diversity is strength?	Discuss; pair share	Pictures	Oral, peer
10	1	East Africa	EAC	a) Identify EAC countries b) Locate c) Build awareness	Who are our neighbours?	Map; pair label	East Africa map	Observation, written
10	2	East Africa	Cooperation	a) Identify cooperation areas b) State benefits c) Apply	How EAC countries work together?	Discuss; pair share	Charts	Oral, peer
10	3	East Africa	Cultural Exchange	a) Identify shared culture b) Celebrate c) Build unity	What do we share?	Discuss; pair share	Pictures	Oral, peer

11	1	Africa	African Union	a) Identify AU b) State purpose c) Build awareness	What is AU?	Discuss; pair quiz	Articles	Oral, peer
11	2	Africa	African Trade	a) Identify African trade b) Identify products c) Apply	What does Africa trade?	Discuss; pair share	Stats	Oral, written
11	3	Africa	African Heritage	a) Identify heritage b) Celebrate c) Build pride	What is African heritage?	Discuss; pair share	Pictures	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

