

INTRODUCTION TO THE LEARNING ACHIEVEMENT TARGETS (LATs) HANDBOOK

The Learning Achievement Targets (LATs) booklet is an important source of reference material for teachers in the preparation of teaching and learning guides or notes. This revised version has been aligned with the revised syllabi and course textbooks for the Lower Basic, in the Core Subjects (English, Mathematics and Integrated Studies for grades 1 – 4 and English, Mathematics, Science and Social and Environmental Studies for grades 5 & 6). In addition, the revised booklet lays great emphasis on the three domains of teaching and learning, namely: **knowledge, skills and attitudes**. Hence, for effective lesson preparation and delivery, LAT booklets should not be used in isolation but alongside with the syllabi, textbooks and teachers' guides.

As the Ministry of Basic and Secondary Education strives to achieve its policy objectives of Quality Education by the year 2015, we call upon all stakeholders at school level particularly teachers in the classroom to effectively use this LATs booklet to adequately prepare our children who are our future generation for responsible citizenship. Teachers should acquaint themselves with the content of the booklets and endeavour to see that pupils achieve the targets stated therein at the end of each term and school year respectively. This is because items/questions for the National Assessment Tests (NAT) are developed from the LATs and failure to achieve the targets may pose a problem for pupils during NAT examinations.

In a similar vein MOBSE calls on both internal monitors such as head teachers and senior teachers and external monitors including Cluster Monitors and Regional Officers to familiarise themselves with the LATs in order to ensure their proper usage in the classroom. In addition we urge monitors to closely monitor the impact of the LATs on pupils' performances, as well as provide support to teachers whenever needed. In fact, this is the main route for the Quality Assurance of Teaching and Learning in schools as encapsulated in the MOBSE Quality Assurance Framework (QAF). Stakeholders at different levels i.e. classroom teachers, head teachers, deputies, senior teachers and SMCs, Cluster Monitors and Regional Officers should attend to their duties as well as give support to those under them to achieve quality education. Furthermore the LAT booklets can also serve as an important source of reference material for such professional development activities for teachers at school, cluster and regional levels.

On a final note, MOBSE wishes to acknowledge with sincere gratitude, the effort, commitment the trust, confidence and invaluable input of all partners who in one way or the other took part in the development and validation of the LATs for the Lower Basic Schools.

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Permanent Secretary
Ministry of Basic and Secondary Education

ENGLISH LANGUAGE GRADE 6

ATTITUDES

Pupils should be able to :

- Demonstrate awareness that words convey meaning.
- Demonstrate awareness that listening, speaking, reading and writing are important tools for communication
- Show that they recognize that neat and legible writing is necessary for effective communication.
- Appreciate the necessity of understanding and being understood when one uses language.
- Show a willingness to use English in a variety of contexts and situations.
- Build confidence in using English as a medium for transacting their daily activities.
- Show respect and consideration for the views and opinions of others.
- Appreciate that to develop their skills in reading for information and pleasure they need to read a variety of written texts. e.g. books, newspapers, posters, magazines, etc.
- Appreciate the importance of books
- Show respect for books
- Develop good learning habits

**ENGLISH LANGUAGE
GRADE 6
TERM 1**

KNOWLEDGE	SKILLS
<p>1. Revision (Refer to pupils' book 5)</p>	<p>Pupils should be able to apply their knowledge of the following in other contexts.</p> <ul style="list-style-type: none"> • Tenses • Conjunctions • Possessive Pronouns and Adjectives • Conditiona sentences, • comparative Adjectives • Relative Pronuns • Adverbs • Noun Plurals • Expressions of time • Used to, Both/Both of, None/None of, All/All of, • Direct and indirect speech.
<p>2. Extension of Synonyms</p>	<p>Pupils should be able to select and use appropriate synonyms in speech and in writing using verbs, adverbs, adjectives, and nouns, e.g.</p> <ul style="list-style-type: none"> - Verbs, e.g. speak/talk - Nouns, e.g. cub/baby lion - Adjectives, e.g. kind/lenient - Adverbs, e.g. easily/simplely
<p>3. Extension of Antonyms</p>	<p>Pupils should be able to select and use appropriate antonyms in speech and in writing using verbs, adverbs, adjectives, and nouns, e.g.</p> <ul style="list-style-type: none"> - Verbs, e.g - Remember/forget - Nouns, e.g. profit/loss

4. Questions

- Adjectives, e.g. minimum/maximum
- Adverbs, e.g. happily/sadly

Pupils should be able to :

- Construct questions orally and in writing in a variety of ways, using question words, e.g. ‘Where’, ‘Which,’ and auxiliary verbs in both positive and negative forms, e.g. can/can’t, may/might/might not, do/don’t, did/didn’t, does/doesn’t.
- Form questions with question tags in both negative and positive forms. e.g.
 - I helped her, didn’t I?
 - We should do the work, shouldn’t we?
 - Lamin can’t write well, can he?

5. Alphabetical Order

Pupils should be able to :

- Arrange words in alphabetical order using 3rd, 4th, and 5th letters. e.g.
 - Bra, brag, brat, brain.
 - Word, worm, worn, worry
 - Distant, distract, distribute, disturb,
- Find words in a dictionary.

6. Prefixes

Pupils should be able to recognise how prefixes can influence meaning and be able to form new words in speech and in writing. e.g.

Prefix	root	word
Bi	lingual	bilingual
Ir	regular	irregular
Trans	form	transform
Auto	mobile	automobile
A	side	aside
After	noon	afternoon

7. Suffixes

Pupils should be able to recognise how suffixes can influence meaning and be able to form new words in speech and in writing. e.g.

Word	Root	Suffix
remarkable	remark	able
monthly	month	ly
national	nation	al
missionary	mission	ary
movement	move	ment
Metallic	metal	ic

8. Appostrophe

Pupils should be able to:

- Distinguish between the different uses of the appstrophe e.g. to show possession, omission and contractions.
- Use the apostrophe correctly in writing to show possession and for contractions. e.g.
 - Possession – the girl’s doll, the girls’ dolls. etc.
 - Contraction – he will/he’ll, do not/don’t. is not/isn’tetc.

9. Punctuation

Pupils should be able to recognize and use the correct punctuation marks (full stop, comma, exclamation mark, question mark, colon, semi colon, inverted comas or speech marks) in written work.

10. Homonyms, Homophones and Homographs

Pupils should be able to :

- Identify and use homophones appropriately in written work. e.g.
 - There/their - They went **there** to collect **their** books.
 - Week/weak – After keeping fast for a **week** he felt **weak**.
- Identify and use homographs appropriately in written work. e.g.
 - **Well** - Binta did not feel well after falling into the well.
 - **Store** - We store bags of rice in the store.

<p>11. Adjectives</p>	<p>Pupils should be able to use the adjectives of quantity (a few, a lot of, plenty, enough, much, a handful of) appropriately in speech and in writing. e.g.</p> <ul style="list-style-type: none"> - I had plenty of food to eat last night. - She put a lot of salt in the food.
<p>12. Comparative and Superlative Adjectives</p>	<p>Pupils should be able to use an extended range of comparative adjectives with ‘than’ and the superlative with ‘the’ in speech and in writing. e.g.</p> <ul style="list-style-type: none"> - Lamin’s mango is bigger than mine. (Comparative). - Yorro is the tallest boy in the class. (Superlative).
<p>13. Vocabulary Extension</p>	<p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Extend their vocabulary to include the following themes; <ul style="list-style-type: none"> - Voluntary organisations, - Extra curricular activities, - Harmful insects, - Giving presents, - Letter writing. • Use new vocabulary in oral and written work.
<p>14. Poems, stories, drama</p>	<p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Memorise, recite and dramatise poems. • Listen, read, and retell stories and information in their own words. • Speak audibly and fluently in debates and discussions. • Dramatise/roleplay stories they have read or heard.
<p>15. Writing</p>	<p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Keep a weekly personal diary of daily tasks/events. e.g. class assignments, extra curricular activities. Etc. • Write imaginary stories.e.g. Hyena and Rabbit stories.

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| | <ul style="list-style-type: none">• Write reports of events or incidents they have witnessed. e.g. A Marriage ceremony, An accident scene.• Write poems using figurative language, e.g. metaphors, similies, idioms, rhymes, etc.• Write short plays using three or more characters linked to themes in pupils' book. |
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3. Tenses

Pupils should be able to use the following tenses in speech and in writing:

- Past Perfect tense. E.g.
 - They had gone home.
- Future Continuous Tense.e.g
 - James will be dishing the food.
- Simple present tense. E.g
 - The baby cries
- Present Continuous.e.g.
 - Muntu is going to the farm.
- Present Perfect. E.g
 - She has washed the clothes.
- Simple Past. E.g
 - Kodou cooked the food.
- Past Continuous e.g
 - The teacher was writing.
- Past perfect.e.g
 - She had cooked the food
- Future tense. E.g.
 - The tailor will make the dress.
- Future Continuous
 - Muntu will be sweeping his office on Monday.

4. Sentence Construction

Pupils should be able to recognize and use irregular negatives (is not/isn't, could not/couldn't, will not/won't) to construct sentences orally and in writing.

5. Pronouns

Pupils should be able to identify pronouns to replace nouns and use their various forms appropriately in speech and in writing. e.g

<p>6. Concord, subject /verb Agreement</p> <p>7. Prepositions</p> <p>8. Conjunctions</p> <p>9. Adverbs</p> <p>10. Figurative Expressions</p>	<ul style="list-style-type: none"> - Personal pronouns. - I, we, you, he, she, it, they. - Possessive – Mine, yours, ours, his, hers, theirs. - Reflexive – myself, themselves, himself, yourself. - Indefinite – Nobody, somebody, no one, nothing etc. - Interrogative – Who is there? – What is your name? - Relative. – who, which, whom. <p>Pupils should be able to ensure subject/verb agreement (between pronouns and verbs) in speech and in writing. e.g. I am, he/she/it is, we are, you are, they are.</p> <p>Pupils should be able to classify and use a variety of preposition in speech and in writing e.g.</p> <ul style="list-style-type: none"> • Prepositions of place - at, in, on, etc. • Prepositions of dimension – to, from, etc • Prepositions of possession – of, our, etc • Preposition of means – by, etc <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Use a range of conjunctions (but, and, if, because, or, so, when, while. Before, after, since, until, although, that) to join clauses within a sentence. • Use connectives (also, furthermore, moreover, however, nevertheless, on the other hand, besides, anyway, after all, for example, in other words, that is to say, first (ly), first of all, second (ly) finally, etc) to join sentences. <p>Pupils should be able to use Adverbs to enhance their speech and writing skills. e.g.</p> <ul style="list-style-type: none"> • Adding ‘ly’ – correctly, completely, honestly. • Change ‘y’ ‘I’ and add ‘ly’ – happily, noisily, luckily • Irregular adverbs. e.g – extremely, comfortably, frequently <p>Pupils should be able to use their knowledge of the following figurative expressions to enrich their speech and writing:</p> <ul style="list-style-type: none"> • Metaphors. e.g.
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<p>11. Vocabulary Extension</p>	<ul style="list-style-type: none"> - Mariama is a star. • Idioms. e.g. <ul style="list-style-type: none"> - Raining cats and dogs. • Proverbs. e.g. <ul style="list-style-type: none"> - Birds of the same feathers flock together. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Extend their vocabulary to include the following themes; <ul style="list-style-type: none"> - Fire Services - Drama, - Fables - Celebrations - Occupations • Use new vocabulary in oral and written work.
<p>12. Poems, Stories, Drama</p>	<p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Memorise, recite and dramatise poems. • Listen, read, and retell stories and information in their own words. • Speak audibly and fluently in debates and discussions. • Dramatise/roleplay stories they have read or heard.
<p>13. Writing</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Write a short report based on own research. E.g Family history, a farming activity, etc. • Write instructions and procedures. E.g. how to make a basket, how to cook ‘benachin,’ • Write explanations of natural and social events. e.g cause and effects of floods, How The Gambia became independent, the causes and effects of soil erosion, etc. • Write notes/summary of speeches, and written information.

<p>4. Parts of Speech</p> <p>5. Direct and Indirect Speech</p> <p>6. Active and Passive Voices</p> <p>7. Figurative Expressions</p> <p>8. Sentence Construction</p>	<ul style="list-style-type: none"> - She has to attend classes - They have to attend classes. - She ought to attend classes. <p>Pupils should be able to identify and state the different parts of speech (verbs, nouns, adjectives, adverbs, conjunctions, and pronouns) in written passages.</p> <p>Pupils should be able to change direct speech to indirect speech using the following conversions.</p> <ul style="list-style-type: none"> • Verbal change – simple present changes to simple past e.g. “I am hungry” direct – She was hungry – indirect • Adverbials change – ‘We are going home now’ – They were going home then. • Pronouns change – 1st person to 3rd persons e.g. We did the work – They had done the work. That – This is put after said – e.g. He said that he was hungry. <ul style="list-style-type: none"> • They should also be able to use other verbs.e.g. commended, reported, explained, screamed, told, shouted, cried, etc. <p>Pupils should be able to use two forms of voice (Active and passive) to construct varieties of sentence structures in oral and written work. e.g.</p> <ul style="list-style-type: none"> • Active voice – e.g. Amie beat Modou. • Passive voice – Modou was beaten by Amie. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Differentiate between similes and metaphors. - Metaphors – direct comparison of two different object, e.g. He is a lion - Similes – Indirect comparison using “as” or “like” between different objects – e.g. her teeth are as white as snow – He fought like a lion. • Use similies and metaphors in imaginative writing. e.g. poetry, prose.
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<p>9. Vocabulary Extension</p> <p>10. Poems, Stories, drama</p> <p>11. Writing</p>	<p>Pupils should be able to use the terms, unless, until, since and for, in sentence construction orally and in writing.e.g.</p> <ul style="list-style-type: none"> - You will be late for school unless you walk fast. - My father won't come home until six o'clock. - We have lived in Banjul since 1980. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Extend their vocabulary to include the following themes; <ul style="list-style-type: none"> - Other African countries - The Gambian Pledge - Travelling - Giving Directions • Use new vocabulary in oral and written work. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Read, memorise, and dramatise poems and plays. • Listen to stories and retell in their own words. • Answer questions about stories, predict or guess the ending of a story. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Spell words correctly from the spelling list in the pupils' book. • Write legibly with little or no spelling errors. • Write dictation passages successfully. • Use appropriate styles of writing to fit the purpose,e.g. <ul style="list-style-type: none"> - Neat, legible joint script – for most writing. - Script – for note taking - Print script for posters, captions, labels
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MATHEMATICS

GRADE 6

LEARNING ACHIEVEMENT TARGETS AT THE END OF GRADE 6

Grade 5 builds on and reinforces the work done in grade 1, 2, 3, 4 & 5

KNOWLEDGE AND SKILLS

Students should be able to:

- Perform multiplication and division on decimals
- Solve word problems involving multiplication and division on decimals
- Solve problems on profit, loss, increase and decrease of quantities using percentages
- Express quantities in ratio and proportion
- Solve word problem involving ratio and proportions
- Perform operation on monetary transactions involving simple interest, rates and charges
- Form simple linear equations from simple mathematical relations and solve simple word problems involving equations
- Construct parallel, perpendicular lines and plane shapes (equilateral triangles, square, rectangles, isosceles triangles)
- Use templates to make cut-outs of plane shapes (squares, rectangles, equilateral triangles and regular hexagons) and determine the shapes which tessellate
- Read, interpret and perform the 4 basic operations involving metric systems of measuring (length, weight, and capacity)
- Deduce the formula and use it to calculate the areas of plane shapes (squares, rectangles and circles) and solve simple word problems on areas
- Deduce the formula for calculating volumes of regular solids (cross-section x height), cuboids, cylinder and solve simple word problems involving volume and capacity
- interpret and solve simple word problems involving scale drawing
- Establish relationship between distance, time and speed and solve word problem on speed, distance and time
- Organise, read, interpret and represent statistical data on tables and graphs (pie and bar charts)
- Solve simple word problems involving pie and bar charts

ATTITUDES

Students should be able to:

- Develop imaginative and critical thinking
- Appreciate the important role that mathematics plays in student's routine activities
- Appreciate the links between mathematics and other subjects of the curriculum
- Appreciate the intrinsic value of mathematics
- Appreciate and recognise mathematics as a means of communication
- Appreciate and recognise the fact that mathematics helps in the development of other skills in other subjects

LEARNING ACHIEVEMENT TARGETS			
Theme 1 : Number, Numeration & Operations		Students should be able to*	Terms
Unit 1	Multiplication of decimal fractions	<ul style="list-style-type: none"> • Multiply decimal fractions by powers of 10 • Multiply decimal by decimal fractions • Solve simple word problems on decimal fractions involving multiplication • Multiply fractions by fractions and solve simple word problems on them 	First term
Unit 2	Division of decimal fractions	<ul style="list-style-type: none"> • Divide decimal fractions by powers of 10 • Divide decimal fractions by decimal fractions • Solve simple word problems on decimal fractions involving divisions • Divide fractions by fractions and solve simple word problems on them 	
Unit 3	Profit and loss percentage	<ul style="list-style-type: none"> • Calculate the profit and loss percentage from buying and selling transactions • Calculate the cost price and selling price in a given transaction • Calculate discount in cash in a given transaction • Calculate the profit and loss percentage from buying and selling transactions • Calculate discount in percentage in a given transaction 	
Unit 4	Increase and decrease in percentage	<ul style="list-style-type: none"> • Increase and decrease numbers or quantities by a given percentage • Calculate the percentage increase and decrease in a given transaction which involves buying and selling 	
Unit 5	Ratio and proportion	<ul style="list-style-type: none"> • Express simple sets of quantities or numbers in ratios • Solve simple word problems involving direct and indirect proportions 	
Unit 6	Simple interest	Calculate simple interest	
Unit 7	Rates and charges	<ul style="list-style-type: none"> • Read, interpret and calculate electricity, water and 	

		<ul style="list-style-type: none"> • telephone bills • Solve simple word problems involving calculation of electricity, water and telephone bills 	
Theme 2 : Algebraic processes		Students should be able to	Second term
Unit 1	Equations	<ul style="list-style-type: none"> • Solve simple (linear) equations by method of balancing and simple word problems involving equations 	
Theme 3 : Geometry		Students should be able to	
Unit 1	Construction of parallel and perpendicular lines	<ul style="list-style-type: none"> • Construct parallel lines and perpendicular lines using right angle measure and straight edge 	
Unit 2	Construction of plane shapes (equilateral triangle, square, rectangle & hexagon)	<ul style="list-style-type: none"> • Construct equilateral and isosceles triangles, squares, hexagons and rectangles using strip cards and straight edges 	
Unit 3	Tessellation	<ul style="list-style-type: none"> • Tessellate using squares, rectangles, equilateral triangles or regular hexagon and determine shapes which tessellate 	
Theme 4 : Measurement		Students should be able to	
Unit 1	Metric unit	<ul style="list-style-type: none"> • Read and interpret tables of metric system of measurement • Convert one unit to another using metric tables • Add and subtract compound metric units • Convert one metric unit of measurement to another • Multiply and divide compound metric units by 1 or 2 digit whole numbers • Perform the four basic operations involving capacity and weight and solve word problems on them • Solve simple word problems involving addition, subtraction, multiplication and division of metric system units of measurement 	
Unit 2	Area	<ul style="list-style-type: none"> • Deduce the formula for the area of a rectangle, square and triangles from the drawing on squared papers and use them to calculate areas 	

Unit 3	circles	<ul style="list-style-type: none"> Determine the relationship between the circumference and diameter of a circle and calculate the circumference of a circle 	Third term
Unit 4	Area of circles	<ul style="list-style-type: none"> Deduce the area of a circle by cutting out equal sectors and calculate the area of a circle using formula 	
Unit 5	Volume	<ul style="list-style-type: none"> Deduce the formula for the volume of a cuboid as area of cross-section X length by using unit squares Calculate the volume of cuboid given the length, breath or width and height Calculate the volume of cylinder by using the formula: volume of prism = Area of cross-section X length Solve simple word problems involving volume 	
Unit 6	Scale drawing	<ul style="list-style-type: none"> Interpret and solve simple word problems involving scale drawing 	
Unit 7	Distance, speed and time	<ul style="list-style-type: none"> Establish relationship between distance, time and speed Relate distance covered and time taken to solve simple word problems on average speed Solve simple word problems on speed, distance and time 	
Theme 5: Everyday Statistics		Students should be able to	
Unit 1	Statistical tables	<ul style="list-style-type: none"> Read and interpret information on a bar chart 	
Unit 2	Pie charts	<ul style="list-style-type: none"> Interpret and represent information on a pie chart composed of uniform sectoral units Solve simple word problems involving pie chart 	
Unit 3	Bar charts	<ul style="list-style-type: none"> Solve simple word problems involving bar charts 	

SCIENCE

GRADE 6

ATTITUDES

- Appreciate the importance of interdependence of animals and plants in terms of food and environmental relationship.
- Appreciate the importance of our natural resources.
- Appreciate the functions of bacteria and fungi as decomposers.
- Appreciate the importance of managing natural resources.
- Appreciate the importance of heat energy in our daily lives.
- Appreciate the importance of heat Appreciate the importance of electricity and magnets in our daily lives
- Appreciate the law of gravity.
- Appreciate the role of skeleton and muscles in movement.
- Recognise the role of the nervous and endocrine systems in response to stimuli.
- Recognise the dangers of STIs.
- Empathise with and care for infected persons.
- Participate in guidance and counselling on substance abuse.
- Recognise the importance of First Aid.
- Recognise the importance of ICT in everyday life.
- Recognise the importance of measurement in everyday life.

SCIENCE
GRADE 6
TERM 1

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Explain the term ‘producer’ and why green plants are called producers. • State the raw material needed for photosynthesis. • State the products of photosynthesis and their uses. • Explain the importance of chlorophyll and light during photosynthesis • Explain the term ‘consumers’ by relating this to first order and second order consumers. • Group animals under the following headings- <ul style="list-style-type: none"> a) carnivore: - herbivore: - Omnivore, <ul style="list-style-type: none"> • Name 2 decomposers and explain how they help in the recycling of materials in nature. • Explain the food chain. • Identify the various components of a food chain, food web and food pyramids. • Explain soil erosion, deforestation, endangered wild life and desertification. • State two problems affecting the natural resources of the environment. • State two ways of preventing and controlling problems affecting the natural resources. • Differentiate between conductors and insulators. • State 2 safety precautions necessary when using electricity. 	<ul style="list-style-type: none"> • Draw a flow chart to illustrate the process of photosynthesis. • Dramatize a play to sensitize people on the control and prevention of problems that affect the natural environment. • Construct a simple electric circuit using dry cells, bulbs. • Dramatise a play depicting the producer- consumer relationship. • Prepare a composition and record observation.

- State how our natural resources can be managed effectively.

SCIENCE
GRADE 6
TERM 2

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Explain the term 'heat energy.' • Differentiate between physical and chemical changes. • Explain what a magnet is. • Identify the roles of a magnetic field. • State 3 uses of a magnetic compass. • Explain kinetic and potential energy and state their differences. • Explain gravity and resistance as forces. • Explain what a skeleton is and name the major parts. • Name the main parts of the nervous system. • State the sense organs and their functions. • Explain the endocrine system. 	<ul style="list-style-type: none"> • Set up an experiment to investigate the changing of states of matter. E.g. solid – liquid- gas. • Use magnets to identify objects that can be attracted .Use objects to demonstrate kinetic and potential energy. • Demonstrate the effects of gravity on falling objects. • Draw a diagram of the human skeleton and label the major bones. • Using a diagram of the human body and locate the position of the endocrine glands.

**SCIENCE
GRADE 6**

TERM 3

KNOWLEDGE	SKILLS
<ul style="list-style-type: none">• Name and explain at least 3 common STIs in The Gambia and state their causes and mode of transmission.• Explain how they can be controlled and prevented.• Explain what is meant by substance abuse.• Explain some of the substances abused by people in your locality.• Explain 3 effects of substance abuse.• Explain the concepts of First Aid.• State 3 different form of accidents.• State materials required in a First Aid Box.• Explain the term ICT and name 4 ICT devices. E.g. Telephone,• Name some basic parts of a computer, its accessories and their functions.• State the SI unit for Mass, Length, Time, Weight.• State some quantities that are measurable.	<ul style="list-style-type: none">• Dramatize the prevention and control of STIs.• Demonstrate the use of First Aid materials.• Put causality in the recovery position.• Draw or model a computer accessory.• Demonstrate practical examples on how to counsel somebody who is a drug addict.• Draw instruments used for measuring Mass, Weight, Length, and Time.• Make a simple electronic device e.g. fan etc.

SOCIAL AND ENVIRONMENTAL STUDIES

GRADE 6

ATTITUDES

- Show appreciation for the importance of trade and interaction and recognise how culture influence each other e.g. Islamic
- Recognise the effects of colorization
- Recognise the contribution of the lihadist and the kings
- Appreciate Gambia's relationship with the British West African colonies
- Appreciate the inter dependency of nations and the work of diplomats
- Demonstrate recognition of democratic values and ways of life
- Show recognition of the importance of grass roots participation in policy
- Appreciate the roles of diplomats
- Show appreciation of the Gambia's role in the international organisations.
- Demonstrate recognition of the Gambia's contribution in maintaining regional peace.
- Show recognition of the importance of government controlled financial resources for national development.
- Show appreciation for the importance of good governance.
- Demonstrate appreciation for the conservation of the natural resources in the Gambia.
- Recognise and respect the different ways of earning a living.
- Show appreciation on the significance of domestic and foreign trade.
- Demonstrate appreciation for the contribution of industries and services in national development.

SOCIAL AND ENVIRONMENTAL STUDIES
GRADE 6
TERM 1

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Name the people who traded with each other and the goods they traded • Name the empires: Ghana, Mali, Songhai and their period of existence • State the names of the main trading centres in these empires • Name the first European explorers, missionaries and traders to the Gambia and state their countries of origin • Describe their influence on the local people • State reasons for the Atlantic slave trade and describe the conditions which the trade was conducted and its effects • Describe events leading to the establishment of the crown colony (Bathurst and the protectorate). • Explain how the boundary settlement between Senegal and the Gambia was reached and state problems associated with these boundaries demarcations • Explain why and how both the Jihadist and the kings resist British rule • Name and list on the map of West Africa the British West Africa colonies 	<ul style="list-style-type: none"> • On the map of Africa show the trade routes from North Africa to West Africa • Locate the three main empires on the map of West Africa • Draw maps, sketches and illustrations of the slave route • Draw the boundaries of the Senegambia province • Dramatize how Foday Kaaba Dumbuya resisted British rule • On the map of West Africa locate the British West African colonies

SOCIAL AND ENVIRONMENTAL STUDIES

GRADE 6

TERM 2

KNOWLEDGE	SKILLS
<ul style="list-style-type: none">• Name the major constitutional changes in the Gambia from 1902 – 1997• Explain what diplomatic status means• Name two international organisations and state their functions• State 2 forms of contributions the Gambia has made to world events• Explain the functions of the head of State• State the three arms of the Government and state two function of each.• Explain the electoral process• Name two roles played by NGO in policy formulation and implementation• Name and explain or describe the functions of international organisations of which the Gambia is a member.• State the importance of these organisations and how the Gambia co-operates with them.	<ul style="list-style-type: none">• Draw a time line illustrating the constitutional changes in the Gambia• Demonstrate the voting process.

SOCIAL AND ENVIRONMENTAL STUDIES

GRADE 6

TERM 3

KNOWLEDGE	SKILLS
<ul style="list-style-type: none">• Explain 5 ways how people can earn money in the Gambia• Name some essential and non-essential commodities in the Gambia in relation to the cost of living.• Explain the concept of domestic and foreign trade.• List four goods/commodities found in the Gambia and classify them into domestic use or for export.• Differentiate between tariffs and duties• State the main sources of Government revenue.• Describe the different forms of taxation• Explain the difference between loans and grants.• Explain what industries and services are• Name three different types of industries and services and state their benefits.• Explain the different types/forms of government.• State the importance of natural resources in the Gambia.	<ul style="list-style-type: none">• Draw the map of the Gambia showing the following natural resources: river, forest, land.• Demonstrate/show how to conserve a nearby forest• Role play to conserve a nearby forest.• On the map of West Africa, locate three countries that Gambia trades with.• Draw and show the following industries: fishing, gravel or sand mining.

