

P.7 S.ST SCHEME OF WORK TERM TWO AND THREE

WK	PD	THEME	TOPIC	SUB TOPIC	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/MATERIALS	REF	RM
					SUBJECT	LANGUAGE						
1	1	LIVING TOGETHER IN AFRICA	**The people of Africa the Ethnic groups and settlement patterns.**	Ethnic groups in Africa	• The learner identifies different ethnic groups in Africa. • Describes their origin.	The learner correctly uses the following words related to the topic. Origin, Ethnic, Berbers, Negroes, Caucasians,	Story telling Discussion	-Writing notes about the origin of different ethnic groups. -List the ethnic groups.	Creative thinking. Friendship formation.	Map of Africa showing Ethnic groups.	Comprehensive SST BK 7. Sharing our world bk 7	

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	2				The learner describes the movement of different ethnic groups. Bantu from Negroes, the Berbers etc.	• Migration • Immigration.	Story telling**.**	Drawing the map of Africa showing the migration routes.	Sharing co-operation .	Text b**ooks**		
	3				The learner identifies the settlement patterns of different Ethnic groups in Africa.	Semites cushites.	Discussion Story telling.	Drawing the map showing different settlement patterns of ethnic groups.	Drawing Co-operation Guided discovery .	Map of Africa.		
	4				The learner mentions the tribes under each ethnic group.	The learners spells and writes correctly the words below. Oromo, Eritrea, Afar shone etc.		The learner writes the tribes from each ethnic group.	Discussion Story telling.	Text books	Comprehensive SST Bk 7.	

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	5 **6** **7**			Ethnic groups in Africa.	The learner identifies reasons why different ethnic groups moved from their original homeland. -States the problems faced. Effects of migration for each ethnic group.	The learner correctly reads spells the new words. E.g • Terrain • Effects • Indigenous • resistance	Brain storming Story telling guided Discovery**.**	The learner writes the causes of migration. Problems faced and effects.	Co-operation. Creative thinking.	Text books		

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2	**1**				**SUBJECT**	**LANGUAGE**						
					• The learner identifies the		Discussion Brain storming	Writing notes.	Sharing co-operation.	Text book**s.**		

	& **2** **3** **4**				problems faced by the ethnic groups during settlement. • Give the reasons for settling in particular areas.		Guided discovery.					

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3	5 6 7 1	LIVING TOGETHER IN AFRICA	**Foreign influence on the African continent.**	Groups of foreigners that came to Africa.	**SUBJECT** The learner -Mention the groups of foreigners that came to Africa. -States how the foreigners influenced the people of Africa. -Gives reasons why it took long for foreigners to know the interior of Africa. -Give reasons why foreigners came to Africa.	**LANGUAGE** • The learner spells and writes correctly the new words.	Story telling Discussion	-Writing notes	Co-operation sharing Appreciation.	Text books.	Functional book SST bk 7.	
	2 &			The Arab traders in E.Africa and North Africa.	-The learner describes the coming of the Arabs. -Give the reasons for their coming.	• dhows • monsoon	**Story** telling. Discussion	Writing notes	Appreciation.	Writing notes.	Comprehensive SST BK 7.	

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	3				-Identifies their settlement. -Outlines the effects for their coming on the African continent.							

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4	**4** **5** **&**		**Foreign influence to African continent.**	Slave trade.	**SUBJECT** The learner -Gives the meaning of slave trade slavery -States how slaves were obtained. -Gives the reasons for caring out slave trade. Mentions the slave traders. -Mentions the effects of slave trade.	**LANGUAGE** **-The learner spells the words correctly.** **New words.** **-culture.** **Khartouners** **Depopulation.**	Story telling Discussion Guided discovery**.**	-Writing notes. Discussion.	Creative thinking. Effective communication.	Text books Atlas.	Comprehensive SST BK 7. Sharing our world bk 7	

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	6				Explains how slave trade stopped.							
				The Trans-saharan trade.	-The learner gives the meaning of Trans-saharan trade. -Mentions the people carried out the trade. -The trade items.	**The learner spells the new wards correctly.**	Discussion Story telling.	Drawing the map of -Trans-saharan trade.	Creative thinking. Effective communication.	Text books.		
				The Trans-Atlantic trade.	-The learner describes the Trans-Atlantic trade. -Mentions the people who carried out the trade. -Mentions the trade items.		Discussion story Telling.	Drawing the map. Drawing the diagram of Trans-saharan trade.	Creative thinking. Effective communication.	Text books.		
5	**5 &**			Explorers.	-The learner give the meaning of explorers. -states the reasons for coming. -Problems.	The learner writes the names of explorers correctly.	Discussion. Story telling	Writing notes.	Appreciation. Creative thinking.			

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	6				-Effects. -First explorers.							
					The learner mentions different explorers who visited the regions of Africa. To west Africa, central and East Africa.	The learner spells well the names of different explorers who came to Africa**.**	Discussion. Guided discovery. Story telling.	Discussing the explorers who came to Africa.	Creative thinking. Co-operation.	Text books Atlas	Sharing our world bk 7	
	7			The Portuguese	The learner describes the Portuguese rule at the coast of E.Africa. -The need for the sea route to India.	Read, spells writes the new wards related to the Portuguese.	Story Telling discussion	Drawing a map showing the sea route to India.	Drawing co-operation.	The chart showing the sea route to India by Vasco Dagama.		

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5	**1**		**Foreign influence.**	missionaries	**SUBJECT** The learner, -Gives the meaning of a missionary. -Gives the reasons for the coming of missionaries to Africa. -States the problems faced.	**LANGUAGE** The learner, reads, spells and writes the new words.	Discussion	-Writing notes Discuss in groups.	-Appreciation . -Effective communication.	Text books.		
					Different missionaries and their contributions to Africa.	Names of missionaries	Story telling				Comprehensive Bk 7.	
					Missionary groups. Effects of missionaries. a)Negative b)Positive on the African continent.	Names of missionaries.	Story telling	Writes notes.	Appreciation co-operation .	Text books		
				Traders	-Reasons for the coming of traders. -Trading companies. -Effects	- do -	- do -	- do -				

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6	**1 & 2**			The European colonialists to Africa.	**SUBJECT** The learner-Ges artition of Athe meaning of a) Colonialists. b) colonivy c) protectorate d) mandate territories d) Scramble and partition of Africa. -Gives the reasons for scramble/pfric a.	**LANGUAGE** **The learner spells the new words correctly.**	Discussion	Discuss the reasons for the coming of colonialists. Writing notes.	Effective communication. Co-operation	Text books	Comprehensive SST BK 7. Sharing our world bk 7	
	3				-Describes the Berlin conference. -Effects of the Berlin conference. -countries that colonized	- **do -**	Story telling discussion		- do -	- do -	**do -**	

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					African countries.							
	4 & 5				**-**Reaction of Africans to the colonialists . -positive and Negative effects of colonialists **to Africa.**		Discussion		Effective communi cation	Text books		

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7	**1**			Case study South Africa.	**SUBJECT**	**LANGUAGE**	Story telling Discussion	Writing notes Discussion	Co-operation . Appreciation	Map of Africa showing the Great Trek.	Sharing our world bk 7	
					-The learner Describe the European settlers in South Africa. -causes of the Great Trek and effects of	-New words Great Trek -Boars -Afrikaaners**.**						

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RICA.

					the Great Trek.							
	1 & 2			Settlers in Africa.	-The learner gives reasons for the coming of settlers in Africa. -Mentions the countries where the Europeans settled. -Effects of European settlers to Africa.		- do -	Writing notes.	- do -	Drawing the map of Africa showing the colonies.		
	3 4 & 5		Nationalism and the Road to Independence of Africa.	Nationalism.	The learner gives the meaning of a)Nationalism. b)Nationalists c)Pan Africanism d)Gives the feeling of Nationalists -Nationalists. -The Pan African movement	The learner reads, spells and writes the New words correctly. Marcus Garvey	- do -	- do -	Co-operation. self esteem. Assertiveness. Effective communication.	- do -	-do -	

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					-How Nationalism is practiced in Uganda.							

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	6			Independence	**SUBJECT** The learner gives the meaning of -Independence -describes how Africans fought for independence. -Mentions the social, political and economic reasons why Africans wanted Independence.	**LANGUAGE**	Story telling Discussion	-Writing notes.	Creative thinking. Self esteem Self awareness	Map of Africa showing Ethnic groups.	Functional SST Book 7.	

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8	**1**		**ROAD TO INDEPENDENCE**	- do -	The learner -mentions the problems faced during their struggle for independence . -The effects of the world wars to the achievement of independence .	Segregation. Intimidation Harsh laws,detention.	- do -	-Writing notes. -Discussion.	Self awareness	Text books.	Functional SST Book 7.	
	2 & 3			Important Africans who fought for Independence .	The learner mentions the Africans who fought for Independence in their countries.	The learner reads, spells and writes the names of Africans correctly.	- do -	- do -	Assertiveness. -self awareness.			

WK	PD	THEME	TOPC	SUB-TOPIC	COMPETENCE		METHOD	ACTIVITIES	L/SKILLS	L/AIDS	REF	REM
8	**4**			Political parties which led some African countries to Independence .	**SUBJECT** -Identifies the political parties which led African countries to independence . The leaders of the political parties.	**LANGUAGE**	Story telling Discussion	-Reading text books.	Assertiveness. -self awareness.	Text books		

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	5 & 6		**POST INDEPENDENCE AFRICA.**	OAU	-The learner describes the formation of OAU. -Founder members. -Why it was formed.	- Unity - Founder.	**-**do -	Writing notes. Drawing a map of Africa showing founder members of OAU.	Problem solving Friendship formation Effective communication.	Text books.		
	7				The learner states the achievements of OAU. -Failures of OAU. -Problems faced OAU.	-Failure -challenge -apartheid. -policy -dependence.	**-**do-	Writing notes.	Non violent conflict resolution.	Text books	**-do-**	
9	**1**				-Explains why AU was formed. -Describes the organs of AU. -Challenges of AU . -Solution.	Funds.	**-**do-	-do-	Problem solving.			
	2 &			**Common markets**	The learner states the functions of Regional bodies. Advantages and	The learner correctly uses the following words related to the topic. -market, community. -co-operation	Discussion	Writing notes. Reads the countries for each group.	Problem solving.	Text books Atlas.		

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	3				disadvantages of economic	- Development.					Comprehensive SST Book 7.	
	4 & 5				Describe the objectives of each economic grouping. -ECOWAS -ECOMOG -SADC -IGAD		Discussion Story telling.	Writing notes.	Effective communication.			

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	6		Economic developments in Africa.	Major economic resource	-The learner mentions the major economic resources in Africa. -Give the importance of each resource.	-Resource -utilization -Economic -Economy	Story telling Discussion	-writing the economic resources of Africa.	Creative thinking caring	Environment	Sharing our world b**k 7**	
	7			Problems faced in the utilization of resources	The learner identifies the problems faced when utilizing resources.	-do -	discussion	Discussing the problems faced. Writing the problems faced.	caring	Atlas	**-do-**	
10	**1**			Case study one Nigeria.	-Location -Climate of Nigeria -Farming -Nomadism -HEP -Transport -Oil mining	-Petroleum -Diesel -crude oil -Fulani -Transhumance.	Discussion	Drawing the map of Nigeria showing the neighbours.	Drawing	Wall map of Nigeria	**-do-**	

Functional ST bk 7

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	2			Libya	-location'-climate -oil mining -irrigation farming. -Industrialisation -Tourism.	-industrialization -Oases -sand dunes	**-**story telling -Discussion	Drawing the map of Libya.	Creative thinking.	Wall map of Libya.		

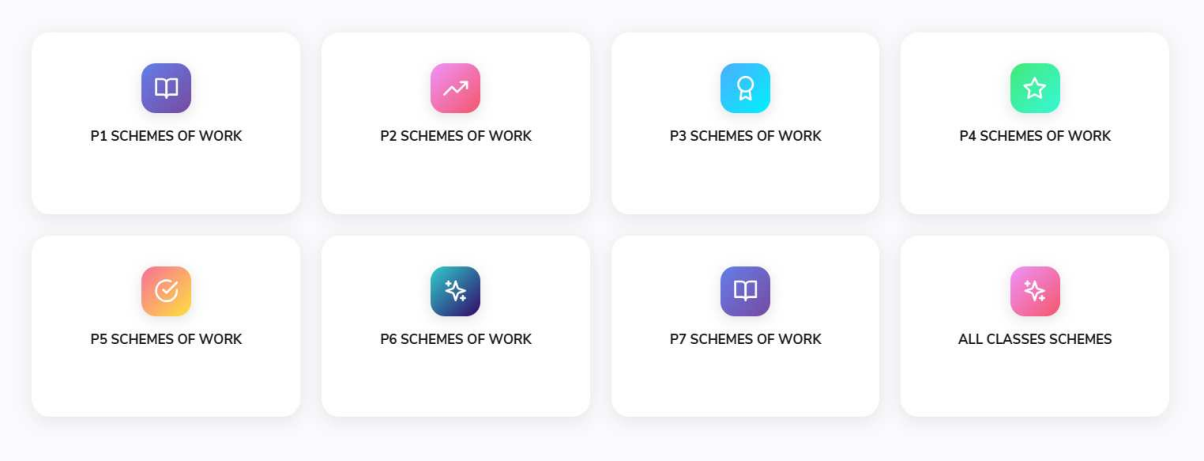
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	3		Economic developments in Africa.	Case study 3 S.Africa.	**SUBJECT**	**LANGUAGE**	Story telling Discussion	Drawing the map of S.Africa.	Critical thinking	Wall map of S.Africa	Functional SST book 7	
					-Location -Mining -Farming -Trade -Tourism -Industries	-wit waters rand -Diamond -Gold Kimberly						

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	4			DRC	-location -climate -mining -tourism -Farming	_Kisangani -Exploitation	Discussion	Drawing the map of DRC.	- do -	Wall map of DRC		
				UGANDA	-Farming -Mining -Tourism -Irrigation -schemes -Pastoralism	-Irrigation -sprinkler	Discussion story telling	Drawing the map of Uganda showing cash crop growing.	Creative thinking.	Environment.		
				Challenges affecting economic development in Africa	-The learner mentions the challenges affecting Africa.	-civil wars -corruption -illiteracy.	Discussion					
				Solutions to the challenges	-The learner gives the solutions for each challenge.	- do -	- do -	Discuss the solutions.	Effective communication			

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