P.7 S.S.T SCHEME TERM 1

THEME: LIVING TOGETHER IN AFRICA

WK	PD	TOPIC	SUB-TOPIC	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L.S.A	I.M.S	REF	REM
1	1	Location of Africa on the World map	Location and position of Africa using longitudes and latitudes	**Location of Africa** Africa is one of the seven continents in the world **A continent** Is a large mass of land found on the Earth Continents were formed by drifting **Seven continents and their sizes in order** 1. Asia – 43,608,000km² 2. Africa – 30,335,000 km2 3. North America – 25,349,000 km² 4. South America – 17,611,000 km² 5. Antarctica – 13,340,000km² 6. Europe – 10,498,000km² 7. Australia – 7,682,000km² **The sketch map showing position of Africa on the world map** (Ref. Comp. on. SST pupils' book 7 page 1)	**Subject competences** The learner; - Define the term continent - Gives the meaning of continental drifting. Identifies the world continents in order of their sizes Draws the map of the world and locates Africa **Language competences** The learner; Pronounces the following words correctly - Continent, drifting, position, and Antarcticae.t.c. Reads and writes words in sentences correctly.	Guided discussion Inquiry	Defining words Pronouncing and reading words correctly Drawing and colouring the map Answering oral and written questions	**Life skills** Effective communication Creative and critical thinking Problem solving **Values and attitudes** Appreciation Responsibility Sharing Co-operaton	A chart showing world map	Comp. Primary S.S.T pupil's book 7 page 1 Functional Primary SST pupils' book 7 page 3	

	2	"	"	**Ways of locating Africa** - By using the neighbouring water bodies - By using the neighbouring continents - By using longitudes and latitudes **Using neighbouring water bodies** **Direction** / **Water body** East – Indian Ocean West – Atlantic Ocean North – Mediterranean se North East – Red sea **Using neighbouring continents** **Direction** / **Continent** North – Europe West – North and South America East – Asia and Australia South – Antarctica **Using Latitudes and longitudes** Africa is located between latitude 38^0N and 35^05 of the Equator and Longitude 17^0W and 50^0E of Greenwich Meridian. **Important latitudes crossing Africa** i)EquatorO^0. ii)Tropic of Cancer $23\frac{1}{2}$ ^{0}N of the Equator iii)Tropic of Capricorn $23\frac{1}{2}$ ^{0}S of the Equator **Important longitudes crossing Africa** Greenwich Merida marked O^0.	**Subject competences** The learner; Identifies various ways of locating Africa on the world map. Names different water bodies neighbouring Africa Points out the neighbouring continents in their respective directions Identifies different longitudes and latitudes in the world **Language competences** The learner; Pronounces, reads and writes words in sentences correctly i.e. longitudes, latitudes, arctic, Antarctic circle. Mediterranean, Capricorn e.t.c.	Exhibition Guided discovery	Naming world water bodies, continents, latitudes and longitudes Answering oral and written questions	Assertiveness Effective communication	Atlases A chart showing world map	Comprehensive SST pupil's book 7 page 1 Functional primary SST pupils book 7 page 4	

	3	"	"	**Other latitudes crossing the world** i)Arctic circle $66\frac{1}{2}$ ^{0}N ii)Antarctic circle $66\frac{1}{2}$ ^{0}S **Other important longitudes crossing the world** International dateline marked 180^0 E and W of Greenwich Meridian. **Countries crossed by the Equator** Uganda, Kenya, DRC, Somalia e.t.c. **Countries crossed by the Prime Meridian** Ghana, Algeria, Mali e.t.c. **Importance of longitudes** -They help in locating places -They help in determining time **Importance of latitudes** -They help in locating places -Giving reasons why the Equator is marked O^0 -Giving reasons why the Prime Meridian is marked O^0, called so etc. -Drawing the map of Africa to show major latitudes and longitudes crossing Africa.	**Subject competences** The learner; States other latitudes and longitudes crossing the world Identifies countries crossed by the Equator land the prime Meridian. Gives the importance of Longitudes and Latitudes Identifies major latitudes and longitudes crossing Africa using a map.	Exhibition Guided discussion	Stating longitudes and latitudes that cross Africa and the world. Giving the importance of longitudes and latitudes	Creative and critical thinking Effective communication Co-operation	Text books Atlases	- Competence Primary SST pupils book 7 page 1 and 2 - New Fountain SST Pupils book 7 page 2	

	4	"	Region of Africa	**African countries in each region and the capital cities** Africa is made up of six (6) Geographical regions i.e. i)East Africa ii)West Africa iii)North Africa iv) Horn of Africa v)Central Africa vi) Southern Africa **West Africa** <table><tr><th>Country</th><th>Capital city</th></tr><tr><td>Ghana</td><td>Accra</td></tr><tr><td>Nigeria</td><td>Abuja</td></tr><tr><td>Cameroon</td><td>Yaunde</td></tr><tr><td>Mali</td><td>Bamako</td></tr><tr><td>Burkinafaso</td><td>Ouagadougou</td></tr><tr><td>Niger</td><td>Niamey</td></tr><tr><td>Ivory coast</td><td>Yamoussoukro</td></tr><tr><td>Liberia</td><td>Monrovia</td></tr><tr><td>Togo</td><td>Lome</td></tr><tr><td>Benin</td><td>Porto Novo</td></tr></table> **North Africa** <table><tr><th>Country</th><th>Capital city</th></tr><tr><td>Egypt</td><td>Cairo</td></tr><tr><td>Morocco</td><td>Rabat</td></tr><tr><td>Libya</td><td>Tripoli</td></tr><tr><td>Chad</td><td>N'Djamena</td></tr><tr><td>Algeria</td><td>Algiers</td></tr><tr><td>Tunisia</td><td>Tunis</td></tr></table> **Central Africa** <table><tr><th>Country</th><th>Capital city</th></tr><tr><td>Rwanda</td><td>Kigali</td></tr><tr><td>Burundi</td><td>Bujumbura</td></tr><tr><td>DRC</td><td>Kinshasa</td></tr><tr><td>CAR</td><td>Bangui</td></tr><tr><td>Gabon</td><td>Libreville</td></tr><tr><td>Congo Republic</td><td>Brazzaville</td></tr><tr><td>Angola</td><td>Luanza</td></tr><tr><td>Zambia</td><td>Lusaka</td></tr></table>	**Subject competences** The learner; Identifies the Geographical regions of Africa accordingly Names countries in each region and the capital cities **Language competences** The learner pronounces, reads and writes words and sentences correctly related to regions, countries and capital cities of Africa.	Guided discovery Guided discussion	Naming regions Naming countries Stating capital cities Answering oral and written questions	Creative thinking Critical thinking Sharing Co-operation	Atlases Wall map	Comprehensive Primary SST pupils book 7 page 4	

	5			**Southern Africa** **Country** / **Capital city** South Africa – Pretoria Botswana – Gaborone Nambia – Windhoek Swaziland – Mbabane Lesotho – Maseru Zimbabwe – Harare **East Africa** **Country** / **Capital city** Uganda – Kampala Kenya – Nairobi Tanzania – Dodoma **Horn of Africa** **Country** / **Capital city** Ethiopia – Adis Ababa Sumali – Mogadishu Djibouti – Djibouti Eritrea – Asmara **Island countries** **Country** / **Capital city** Madagascar – Antananarivo Seychelles – Victoria Comoros – Mononi Cape Verde – Praia Mauritius – Port Louis Re-Union – Saint Denis Sao Tome and Principe – Sao Tome **Note**: 1.Algeria is the biggest country in Africa. 2.Madagascar is the biggest Island country in Africa. 3.Seychelles is the smallest Island country in Africa. 4. Categories of countries ned to be emphasized i.e. coastal, Landlocked, Endure and Island countries.						

2	1	Physical features of Africa	Major physical features of Africa	**Examples of physical features of Africa** - Definition: Physical features are natural land forms found on the earth's surface. - Types of physical features i.e. Relief and drainage **Examples of Physical features** Plateaus, mountains and highlands, rift valley, oceans, lakes and rivers, coast plains and basins. **The sketch map of Africa showing major physical features** (Comp. Primary SST pupils book 7 page 5)	**Subject competences** The learner; Defines physical features States the major physical features of Africa Locates physical features on the map of Africa accordingly **Language competences** The learner pronounces, reads and writes new words correctly.	Exhibition Guided discussion	Defining Starting physical features Locating physical features on the map	Effective communication Creative thinking Critical thinking Co-operation	A chart showing major physical features	Comprehensive primary SST pupils' book 7 page 5.	
2	2	Physical features of Africa	The coasted regions	**Features along the coast** A coast is a low lying area between land the sea A coat is a narrow strip of land between the sea and the land. **Features along the coast include** Lagoon and coral reefs A lagoon is a lake formed when sea water is separated by sand and mud. e.g. L. Keta in Ghana Coral reefsThese are hard substances formed from tiny dead sea creatures called poly ps. Polypsare small sea creatures with bodies shaped like tubes	**Subject competences** The learner; Defines new words correctly i.e. coast, Lagoon, coralreefs, polypse.t.c. Mention the Importance of Lagoons and coral reefs State the examples of countries with Lagoon and lakes in Africa	Guided discussion Inquiry Demonstration	Defining new terms Mentioning the importance of coral reefs and lagoons	Effective communication Critical thinking Assertiveness Co-operation Tolerance	Atlases	MK Standard SST pupils' book 7 page 7	

				Importance of Lagoons and coral reefs -They promote tourism hence income They promote employment to those who work in the tourism industry Coral reefs are source of limestone used in the making of cement. **Examples of countries with Lagoons** Ghana , Cameroon, Beniri, e.t.c. **Disadvantages of coral reefs** -They cause accidents on water -They hinder the ships from entering the harbours						

				A plateau is a raised flat topped piece of land. It covers the largest part of Uganda and Africa as a whole **Examples of plateaus in Africa** -Tibest plateau in Chad -A haggar in Algeria -Jos plateau in Nigeria -Fouta Djallon or Guinea in Guinea -Yotta plateau in Kenya -Nyika plateau in Kenya -The Bie plateau in Angola **Economic activities carried out on a plateau** -Tourism -Mining -Farming -Pastoralism -Industrialization - Fishing - Lumbering						

	3	"	Plateaus	**Why plateaus are good for settlement** -They have fertile soils for farming -Presence of pasture -It is easy to construct houses on a plateau	**Subject competences** The learner' Defines a plateau States examples of plateaus in Africa Identifies different activities carried out in plateau areas of Africa **Language competences** The leaner; pronounces, reads and writes words in sentences correctly i.e. plateau, tourism, ministry, pastoralism, industrialization e.t.c.	Guided discussion Inquiring	Defining plateaus Stating examples of plateaus in Africa Answering oral and written questions	Test books	Comp. Primary Social studies pupil's book 7 page 7		
	4		High lands and Mountains	**Examples of high lands in Africa** Kenya highlands Cameroon highlands Ethiopian highlands - largest in Africa	**Subject competences** The learner, - Gives examples of highlands in Africa - States the importance of highlands in Africa.	Inquiry Guided discovery	Giving examples of highlands in Africa. Stating importance and problems associated with highlands	Effective communication Critical thinking Creative thinking Responsibilities Co – operation	A chart showing major mountains in Africa	Comp. Primary SST pupils' book 7 page 6	

				Importance of highlands - They help in rain formation - They have fertile soils for farming - They promote tourism - Some highlands have minerals - They have forests that promote Lumbering. **Problems created by highlands** Soil erosion is common Land sides Poor transport and communication net work Hiding places for rebels Harbour dangerous wild animals **Mountains** These are three types of mountains in Africa i.e Block mountains, volcanic mountains and fold mountains **volcanic mountains** They are formed as a result of volcanic activities A volcano is a feature through which hot rocks, water, steam or ash pass through from the inside of the earth (an illustration to show the formation of volcanic mountain comp page 6) Giving the meaning of the following terms: magma, lava, crater, vent, crater lake, caldera etc	- Identifies different types of mountains and their formation **Language competence** - The learner; pronounce, reads and spells words correctly. - Related to the sub – topic such as volcanicity, extrinct, lava, caldera, magma, crater etc`	Guided discussion	Drawing Answering oral and written question.				

	5			**Types of volcanic mountains** Active volcanoes Dormant volcanoes (sleeping volcanoes) Extinct (dead volcanoes) **Active volcanoes** These are volcanoes that erupt and show signs of eruption. **Examples** Mt. Nyiragongo Mt. Nyamulagira Mt. OldonyoLenga – Tanzania Mt. Cameroon – Cameroon Mt. Mufumbiro – Uganda **Dormant/ sleeping volcanoes** They erupted some time back and they have excepted to erupt in the nearby future. **Examples** Mt. longonot – Kenya Mt. moroto – Uganda **Extinct / Dead volcanoes** These are volcanoes which erupted thousand of years ago and are not likely to erupt again. **Examples** Mt. Elgon in Uganda, Mt. Kenya and Kilimanjaro in Tanzania **Importance of volcanic mountains** They have fertile soils for farming They attract tourists who bring income Some contain minerals They help in rain formation Talk about problems associated with mountains.	-	-	-	-	-		

3	1	**Physical features of Africa**	Block mountains	**Formation of block/ horst Mountains** They were formed by the process of faulting. **Faulting** is the breaking of rock layers due to pressure that builds in them. **Examples block mountains** Mt. Rwenzori in Uganda Mt. usambara in Tanzania Mt. Uluguru in Tanzania Mt. Donakil in Ethopia Mt. Pare in Tanzania **Formation of Block mountains**	- The learner identifies the process of block mountains - Gives examples of block mountains in Africa - Describes the formation of block mountains **Language competence** - The learner pronounces, reads, spells, and writes new words in sentences correctly	- Demonstration - Guided discussion	- Defining words - Giving examples of block mountain - Drawing	- Critical thinking - Creative thinking - Effective communication	- A chart - Flashes	Mk std pupils book 7 page 11- 14	
	2		**Fold mountains**	**Formation of fold mountain** They were formed by folding. This happens when land masses are forced by horizontal earth movement to collide The lifted parts are called **Anticlines** and the sunken parts are called **syncline** **Examples** Atlas mountains is Morocco Cape Ranges in South Africa **Diagram showing formation of fold mountains** (Ref Mk Std S S T pupils book 7 page 4)	- The learner, defines the term folding, Anticlines, Synclines Ranges - Gives examples of fold mountains in Africa - Draw the diagram to illustrate the formation of fold mountain	- Exhibition/ Presentations	- Defining words like Anticlines, Synclines, folding. - Ranges	- Critical thinking - Creative thinking - Effective communication	- Atlases	Mk std S S T PUPILS BOOK 7 PAGE 14	
	3		**The great Rift Valley**	**The African Great Rift Valley** A rift valley is a long wide depression with steep sides **It's formation** By faulting **Division of the African Great Rift Valley** The Ethiopian Rift Valley The Eastern Rift Valley The Western Rift Valley The Malawian Rift Valley **THE SKETCH MAP OF AFRICA SHOWING THE FOUR ARMS OF THE GREAT RIFT VALLEY**	- The learner; defines the new terms correctly e.g Rift valley, Escarpments etc. - Gives the four branches of the Great African Rift Valley - Draws a sketch map of Africa to show the Greate Rift Valley **Language competence** - The learners pronounce, reads, writes and spells words correctly.	- Guided discussion - Exhibition	- Drawing - Defining - Stating - Answering oral and written questions	- Effective communication - Critical thinking	- Charts - Atlas	Comp primary S S T pupils bk 7 page 9	

	4		**Drainage system in Africa**	**Meaning** Drainage system refers to the ground water system of an area. It is made up of lakes and rivers. **Major Rivers in Africa** **i) Permanent - flow throughout the year** **ii) Seasonal – flow only during rainy weather** **Examples of seasonal Rivers** Agago in Uganda Turkwel in Kenya **NB:** Most rivers have their sources in highland areas because of reliable rainfall. **Examples of permanent Rivers and their tributaries** **River** – **Tributary** Nile – Kafu, Achwa, Blue, Niger – Benue Congo – Kasai, Ubangi, Lualaba Zambia – Kafue Orange – Vaal **Terms related to rules** **S**ource of a river – Where it starts Mouth of a river – Where it ends Tributary – small rivers that joins a main one. Distributary – small rivers branching away from the main one. Delta – a place where a river forms several branches as it ends	- **Subject competence** - The learner; defines drainage system - Gives the different between second and permanent Rivers while giving examples - Gives the meaning of different terms related to others - Describes different stages of a river flow. **Language competence** - The learner; pronounces, reads, spells and uses new words in sentences such as drainage, seasonal, permanent, tributary, distributory, Delta, Estuary, confluence etc	- Guided discovery - Guided discussion	- Reading - Stating examples of permanent and seasonal lakes	- Critical thinking - Effective communication - Assertiveness	- Charts - Atlas - Chalk board - Illustration		

	5			**Stages of a river** The youthful (upper) stages Middle (mature) stage Lower (senile/ old) stage **Characteristics of each stage** **Youthful stage** - It flows very fast - Forms waterfalls and rapids - It is very destructive **Middle /mature** - It increases in volume - Becomes more destruction - It starts to form meander **Lower old stage** - Deposits materials - Ox – bow waves are formed - Deltas and estuaries are formed - It flows at a low rate. **Rivers that end with deltas** Nile Niger Zambezi Rifij **Rivers that end with Estuaries** Congo Orange Limpopo Senegal Volta	-	-	-	-	-		

4	1		**Major Rivers in Africa**		**Subject competence** - The learner identifies the major rivers, their sources, tributaries, dams and where they end **Language competences** - The learner pronounces, reads and spells new words correctly	Guided discussion Inquiry	Reading Writing Answering questions	Effective communication Critical thinking Co – operation	Chalk board illustration	MK Standard S.S.T pupils book 7 page 11-13	

River	Source	Tributaries	Dam	Mouth
R.. Nile	L. Victoria	V.Achwa, Blue Nile	Nalubale Kiira Rossire, Sennar Aswan high dam	Mediteranean sea
R. Zambezi	Angola plateau	Kafue	Kariba Kafue	Indian Ocean
R. Niger	Fouta Salon	Benue	Kanji	Atlantic Ocean
R. Volta	Burkina Faso	White Volta Black Volta Oti	Akosombo	Atlantic Ocean
R. Orange	Cape ranges	Voal , Modder	Vaal	Atlantic Ocean
R. Congo	Equatorial rain forests	Kasai, Ubagi	Inga	Atlantic Ocean

	2		**Multi - purpose projects**	**Meaning** These are dams(projects) set upon major rivers to save more than one purpose of development. **Examples** **Project** / **River** / **Country** **Aswan High Dam** – **R. Nile** – **Egypt** **Akosombo Dam** – **R. Volta** – **Ghona** **Nigeria** **Kainji Dam** – **R. Niger** – **Mozambique** **CaboraBassa** – **R. Zambezi** **Kariba Dam** – **R. Zambia** – **zambia** **Factors that favour the establishment of multi – purpose projects** - Presence of constant flow of water - Presence of strong rocks to give a strong foundation - Presence of reliable stable market for HEP **Importance of multi – purpose river projects** - Generates HEP - Floods on rivers are controlled - Act as fishing ground - Source of water for irrigation **Problems created by the establishment of multi – purpose projects** - Displacement of people - Destruction of natural environment - People get diseases like Bilharzai	**Subject competences** - The learner defines multi- purpose river projects - States examples of multi – purpose river projects - Gives the importance of multi – purpose river projects in Africa. - Identifies the problems created as a result of multi – purpose river projects **Language competences** - The learner; pronounces, reads, spells and writes words in sentences corrected	- Guided discussion - Guided discovery	- Defining new terms - Stating examples of multi – purpose projects - Answering oral and written questions	- Effective communication - Responsibility	- Atlas	MK standard SST pupils' book 7 page 11/13	

	3		**Major Lakes in Africa**	**OX – bow Lakes** They are found by river deposition as it meanders **Formation** **Examples of Ox – bow Lakes** L. Utangi on River Rufij – Tanzania L. Gambi on R. Tana – Kenya **Lagoon Lakes** These are formed when sea water is separated by sand and water. They are common along the coast of west Africa. **Examples** L. Keta in Ghana **Formation**	**Subject competences** - The learner; defines Ox – bow Lakes, meanders and Lagoons. - Describes the formation of Ox – bow and Lagoon Lakes. - Gives examples of Ox – bow and Lagoon Lakes **Language competence** - The learner; pronounces, reads and spells and writes accordingly.	- Demonstration - Guided discussion	- Defining words - Drawing - Answering and written questions	- Effective communication - Critical thinking - Sharing	- Chalk board illustration	MK standard SST pupils' book 7 page 7, 15	

	4			**Rift Valley Lakes** they were formed by faulting just like Rift Valleys and block mountains. **Examples** L. Tanganyika L. Magadi L. Albert L. Baringo L. Naivasha L. Malawi L. Natron L. Turkana **Characteristics of Rift Valley Lakes** - They are deep - Some have salty water - They are long and narrow - **Man – made Lakes** These were created by man during dam construction. They are created as reservoirs **Examples** - L. Nasser in Egypt - Kabaka's Lake - L. Kariba in Zambia/ Zimbabwe - Uganda Martyrs lake Namugongo - L. Volta - Lake Kafue - L. Kainji **Depression Lakes** They were formed by down warping **Examples** L. Victoria L. Kyoga L. Chad L. Bisina **NB.** Talk about the importance of Lakes Talk about the dangers created by lakes	**Subject competences** - The learner; identifies the process that led to the formation of Rift Valley Lakes, Man – made Lakes and Depression Lakes. - Gives the examples of each type of Lakes - Mentions the importance and dangers of lakes	- Guided discussion \inquiry - Exhibition	- Stating lake types - Giving examples of each type - Answering oral and written questions	- Effective communication - Critical and creative thinking	- Atlas - Chalk board illustration	Comp. standard SST pupils' book 7 page 10/11	

	5		**Influence of physical features on people's activities**	- **Mountains and highlands** Have fertile soils and receive plenty of rain fall that farming. **Activities carried out** Crop growing Mining Tourism - **Plateau** People carry out cattle keeping, tourism, mining, industrialization - **Lakes and rivers** People carry out fishing, tourism, water transport, HEP generation, mining and farming along the shores - **The Rift valleys** People carry out tourism, fishing, lumbering, animal rearing and crop growing - **Oceans and seas** Along the coast, people carry out port construction, ship building, transport, fishing, tourism etc **NB:** Talk about influence of physical features on plateaus - Talk about influence of physical features on animals	**Subject competence** - The learner; describes the activities carried out in different geographical regions of Africa because of physical features **Language competences** - The learner; pronounces, reads, spells and writes words correctly i.e tourism, harbours, irrigation, mining etc	- Guided discovery	- Stating activities carried out in different region	- Assertiveness - Sharing	- Chalkboard - Illustration	Comp primary S S T pupils bk 7 page 11 - 13	

5	1	**The Climate of Africa**	Weather Climatic regions of Africa	**Climate** It refers to the average weather condition of a place recorded over along period of time. **Weather** It refers to a state of a the atmosphere at a given place and time. **Condition of weather** Rainy, foggy, misty, sunny , humid, windy, cloudy **Elements of weather/ climate** Rainfall, fog, cloud cover, wind, Air pressure, temperature, sunshine, Humidity, Mist **Aspects of climate** Rainfall Temperature **Activities** a) **Match the instrument of weather and elements below** **Instrument** — **weather element** Rain gauge — speed of wind Wind gauge — sunshine Barometer — direction of wind air pressure Hygrometer — rain fall Wind sock — water vapour anemometer — strength of wind b) Talk about meteorology, weather, forecasting, recording etc	**Subject competences** - The learner; defines terms like climate, weather etc correctly. - States the condition of weather - Identifies instrument used to measure different elements of weather **Language competences** The learner; pronounces, reads, spells and writes words correctly. - Climate - Weather - Sunny - Rainy - Foggy - Misty - Vapour - Meteorology - Forecasting - Hygrometer	- Guided discovery - Inquiry - Exhibition	- Defining terms - Reading - Answering oral and written questions	-	-	Functional primary S S T pupils book 7 page 28 plus teachers own collection	

	2			**Climatic REGIONS OF Africa** - Equatorial climatic region - Tropical climatic region - Mediterranean climatic region - Temperate climatic region - Semi desert climatic region - Montane climatic region - **The sketch map of Africa showing climatic zones comp. S S T pupils bk 7 page 14**	**Subject competences** - The learner; identifies the climatic zones of Africa - Draws the map of Africa and locates the zones accordingly **Language competences** - The learner pronounces, reads, spells and writes new words correctly. - Mediterranean - Temperature - Veld etc	- Exhibition - Guided discussion	- Identifying climatic zones - Drawing maps - Answering oral written questions	-	- Atlas - Charts showing climatic zones in Africa	comp pupils bk 7 S S T page 14	
	3			**Equatorial climate** It is describes as hot and wet throughout the year. This is because the area receives the direct over head sun. **Characteristics of Equatorial climate** - Rainfall is received through out the year. - There is no complete dry month - Temperature is high ranging between 24^0C – $27\ ^0C$ - Convectional rainfall is received - Two rain fall maxima **Countries with Equatorial climate** D R C Gabon Congo REP Sierra Leone C R A **Activities carried out in Equatorial regions** - Crop growing - Tourism - Hunting - Lumbering - **Bring in statistics**	**Subject competences** - The learner; describes the characteristics of Equatorial climates - States countries with Equatorial type of climate - Mention activities carried out in Equatorial region	- Environmental based approach	- Stating its characteristics - Answering oral and written questions	- Effective communication - Assertiveness - Care for the environment	- Chalkboard illustration	Comp primary pupils bk 7 page 14	

	4			**Topical climate** - It is also hot and wet - It receives both relief and convectional rain fall - Rain fall ranges from 1000m – 1500mm **Countries with Tropical climate** - Uganda - Gambia - Zimbabwe - Bukinafaso **Activities carried out in Tropical regions** - Animal keeping - Crop farming - Tourism - Hunting - Nomadic Pastoralism **Crops grown** - Coffee Tobacco - Tea Beans - Sorghum maize - Millet etc **Bring in the climatic table**	**Subject competences** - The learner; describes characteristics of tropical climate - Gives the countries with tropical type of climate - States the activities carried out in tropical regions **Language competence** - The learner pronounce, reads and spells words correctly	-	-	-	-	Comp. Primary School SST pupils' book 7 page 15	

	5			**Mediterranean climate** It has hot and dry summer, warm and wet winters **Characteristics** - It has hot and dry summer, warm and wet winters. - The summers are hot and dry - The winters are warm and wet - Moderate rainfall is received in winters **Countries with Mediterranean** - Libya - South Africa - Morocco - Algeria **Economic activities carried out in Mediterranean regions** - Growing of citrus fruits e.g oranges, lemons, vines, Olives **NB** - The growing of grape vines is called **viticulture** - **Wine** is made from **grapes** **Talk about seasons** - Summer - Winter - Spring - Autumn	**Subject competences** - The learner; describes Mediterranean climate - States the characteristics of Mediterranean climate - Identifies the economic activities carried out in the Mediterranean climate **Language competences** - The learner; pronounces, reads, spells and writes new words correctly i.e Mediterranean, summer, Autumn, winter, vines, citrus, viticulture	- Guided discussion - Guided discovery	- Describing Mediterranean climate - Stating countries with Mediterranean climate - Answering oral and written questions	- Effective communication - Assertiveness - Self discovery	- Atlas - Chalkboard illustration	Comp primary school SST pupils' book 7 page 15	

6	1		**Temperature climate**	**Temperature climatic region** - It is also called **high veld climate.** - It experiences hot and rainy summers and the cool dry winters - Rainfall ranges between 400mm to 1,200m annually - Rainfall is experiences in summer period as a result of on shore trade winds. **Countries with high veld climate** - South Africa - Lesotho - Swaziland - Ethiopia **Areas in South Africa with high veld climate** - Orange free state - Transvaal province - Natal province **Activities carried out** - Crop cultivation - Live stock keeping e.g. sheep rearing, goat rearing and cattle rearing - Mining - Lumbering **Crop grown** - Fruits - Maize - Wheat	**Subject competences** - The learner; describes the characteristics of temperature climates - Mentions countries with high veld climate - States the activities carried out high veld climate **Language competence** - The learner; pronounces, reads, spells and writes new words correctly veld, Transvaal, Natal, Merino	-	-	-		Comp primary school SST pupils' book 7 page 15	

	2		**Mountain Montane**	**Mountani climate** Temperature changes with altitude - Increase in altitude causes decrease in temperature - Decrease in altitude leads to increase in temperature **Areas with Montani climate** - Drakensburg mountain - Ethiopian highlands - Rwenzori - Kilimanjaro **NB:** The types of some mountains like Kilimanjaro, Kenya and Rwenzori are snow caped because they are above the snow line **Semi – Desert climate in Africa** - It has hot seasons and little rainfall is received. **Examples of countries with Semi – desert climate** - Namibia - Nigeria - Botswana - Niger - Northern Mali - South Sudan - Sudan **Activities carried out** - Nomadic pastoralism - Crop cultivation - Mining **Animals kept** - Cattle - Camels - Sheep - goats	**Subject competences** - The learner; describes montani and semi – desert climate - Gives countries with each type of climate - Identifies the activities carried out in each climatic region	- Guided discussion - Duided discovery	- Answering oral and written questions	- Critical thinking - Responsibility	- Atlas	Functional primary S S T pupils bk 7 page 41	

	3		**Desert C0limate**	**Desert climate in Africa** - It is described as hot and dry throughout the year. - It has hot temperatures over 30 ^{0}C - During the day, desert region has temp between 33^{0}C and 50^{0}C. - During night hours, temperatures fall below 5^{0}C **Examples of deserts** - Sahara desert - Kalahari desert - Namib desert **Activities carried out** - Tourism - Farming near the Oases and by irrigation - Mining - Pastoralism **Countries with desert climate** - Namibia - Egypt - Algeria - Libya - Sudan - Morocco **NB: Talk about the following** - Oases - Sand dunes - Animals kept and why? - Crops grown - Problems faced - Statistics	**Subject competences** - The learner; describes desert climate. - States examples of deserts experienced in Africa - Identifies the activities carried out in desert region and how - Gives the meaning of different features associated with desert climate **Language competence** - The learner; pronounces words correctly such as Oases, sand dunes, Namib, Kalahari etc - Uses words with sentences correctly	- Guided discovery - Inquiry	-	- Effective communication - Critical thinking - Creative thinking	- Atlas - Chalk board - Illustration - Chart showing climatic zones	Functional primary pupils book 7 page 41	

	4		**Factors Influencing the climate of Africa**	**They include:-** - Altitude - Latitudes - Ocean currents - Wind (prevailing wind) - Distance from large water bodies - Vegetation - Relief - Human activities **Altitude** This refers to a height of land above sea level. **How does it influence the climate of Africa** - Temperature decreases with increase in altitude. - Areas of higher altitude are cooler than those on a low altitude. - Areas on a lower altitude are hotter than those on a lower altitude. - Temperature decreases by 1^0C for every 150m of rise in altitude. This decrease is known as **<u>lapse rate</u>**	**Subject competence** - The learner; states the factors that affect the climate of Africa. - Explain how altitude affects the climate of an area. **Language competence** - The learner; pronounces, reads, spells and writes words correctly connected to factors influencing climate like; - *Altitude* - *Latitude* - *Prevailing* - *Ocean current*	- Guided discussion - Guided discovery - Answering oral and written questions	- Assertiveness - Critical thinking	- Chalkboard illustration	-	Functional primary S S T pupils bk 7 31	

	5			**<u>Latitude (Distance from the Equator</u>** Places near the Equator are hotter than those far away from the Equator. They receive direct overhead sun. Plenty of rainfall is received along the Equator. **How they influence climate** **The apparent movement of the sun** The sun over heads the Equator on 21st March and 22nd September every year(Equinoxes). The areas near the Equator experience high Temperature and it marks the beginning of Rainfall in areas near the Equator. On 21st June every year, the sun over heads the beginning of summer in the North and winter in the South. On 22nd December, the sun over heads the Tropic of Capricorn. It marks the beginning of summer in the South and winter in the North. **Earth's Movement** **i)** Rotation of the Earth on it'saxis causes days at nights **ii)** Rovolution of the Earth around the sun. ittabes a period of 365 $\frac{1}{4}$ days. It causes seasons.	**Subject competences** - The learner; describes how latitudes especially the Equator affects climate. - Describes the apparent movement of the sun. - Identifies the effects of the Earth's movement **Language Competence** - The learner Pronounces, reads, Spells and writes words such as apparat, Equinox, revolution, Seasons etc correctly.	- Guided discussion - Inquiry	- Describing latitudes and the effects on climate	- Critical thinking - Creative thinking - Appreciation	- Atlas - Chalkboard illustration	Functional primary S S T bk 7 page 34/35	

7	1			**Prevailing winds** Warm winds bring rain since they pass over warm surface of water. Cold winds bring no rain because they contain hot moisture. **Examples of warm winds** S.E monsoon winds S.W monsoon winds **Examples of winds** North East Monsoon winds Harmattan winds (**THE SKETCH MAP OF AFRICA SHOWER PREVAILING WINDS)** **(Comp. page 18)**	**SUBJECT COMPETENCES** - The learner identifies the morning winds a cross in Africa and their effects - Draw the map accurately. **Language competence** - The learner; pronounces, reads, spells and writes words correctly like monsoon, Harmattan, westerly etc - Writes words and sentences with correct punctuations	- Exhibition - Guided discussion	- Drawing the map - Identifying prevailing winds and their effects	- Effective communication - Critical thinking - Co –operation	- Atlas - Charts	Compo primary S S T pupils bk 7 page 17	
	2			**Ocean currents** - These are masses of water which flow in a particular direction on the surface of an ocean - Characteristics of Ocean current **Types** Warm ocean current Cold ocean current **Examples of warm ocean** Mozambique warm ocean current Guinea warm ocean Somali warm ocean **Examples of cold ocean** - Benguela cold ocean current - Canary cold ocean current Warm ocean currents bring rainfall while cold ocean current bring drought **THE MAP OF AFRICA SHOWING OCEAN CURRENT (COMP PUPILS BOOK 17)**	**Subject competence** - The learner; defines ocean currents - Gives the types of ocean currents that blow across Africa and their examples. - Draws the map of Africa to locate ocean current **Language competence** - The learner; pronounces, reads and spells words correctly such as Canary, Mozambique, Guinea, Banguelaetc	- Guided discussion - Guided discovery - Exhibition	- Drawing - Answering oral and written questions	- Effective communication - Assertiveness	- Chart showing ocean current	Comp primary S S T pupils bk 7 page 17	

	3			**Distance from water bodies** - Areas near large water bodies receive heavy rainfall than those far areas **Vegetation** - Places with thick vegetation receive heavy rainfall unlike those with no or poor vegetation - Vegetation from rain through transpiration **Human activities** Some modify climate through rain formation **E.g** - Afforestation - Re – afforestation - Agro – forestry while some activities lead to drought **e.g.** - Deforestation - Swamp drainage - Over cultivation **Global warming** This means constant rise of temperature throughout the world. It is caused by human activities like deforestation, industrialization and bush burning	-	-	-	-	-	Mk st'd S S T pupils bk 7 page 52/55S S T pupils bk 7 page 49	
	4		**Effect of climate on people**	**Effect on dressing** - During cold weather, people wear think clothes to obtain warm. - During hot weather, people were light and white clothes clothes to reflect heat. - **Effect on building** - In hot areas, builds are painted white to reduce heat. - Areas with heavy rainfall, people build houses with slanting tools to allow the follow of water **Also talk about** - Types of food people eat - Trade carried out - Communication and transport - Agriculture	**Subject competence** - The learner; describes how climate affects people in terms of social environmental status	- Guided discovery - Enquiry	- Listening - Reading - Answering oral and written activities	- Effective communication - Friendship formation	- Chalkboard illustration	Mk st'd S S T pupils bk 7 page 52/55	

	5		**How people affect the environment**	**Ways of misusing the environment** - Through over grazing - Through over cultivation - Through swamp drainage - Through deforestation **Effects of degrading the environment** - It leads to soil erosion - It leads to drought - It leads to global warming **Ways of conserving the environment** - Educating people about the importance of environmental conservation. - Through Agro – forestry - Through afforestation - Through pe – afforestation - Punishing those who encroach on forest. etc	**Subject competence** - The learner; identifies ways how man spoils the environment. - Gives the effects of man's activities on the environment - Suggests the ways of answering the environment **Language competence** - The learner; pronounces, reads and spells words connected to the subject accordingly	- Guided discussion - Question and answer	- Answering oralb and written questions	- Responsibility - Co –operation	- Immediate environment	Mk st'd S S T Pupils bk 7 page 56	

8	1	**Vegetation of Africa**	**Location and names of vegetation types of Africa**	**Vegetation** is the plant cover of an area. **Types of vegetation** - Natural vegetation - Plantation vegetation **Natural vegetation** refers to the plant cover of an area that grows on its own. **Plantation vegetation** is the plant cover of an area that grows by the help of man. **Types of natural vegetation** - Tropical rain forests/ Equatorial rain forests - Mangrove forest - Mountain/ Montane vegetation - Savanna desert vegetation - Semi – desert vegetation - Desert - Temperature grass land - Mediterranean vegetation **The sketch map of Africa showing vegetation zones**	**Subject competence** - The learner; defines the term vegetation - Describes the terms of vegetation in Africa - Draws the map of Africa to locate vegetation zones **Language competence** - The learner pronounces, reads, spells and writes words correctly connected to vegetation	- Environment based approach - Exhibition	- Defining vegetation - Describing vegetation zones - Drawing maps	- Critical thinking - Care for the environment	- A chat showing vegetation zones - Atlases	functional primary S S T pupils bk 7 page 53	

	2			**Equatorial rain forests** They are found in Equatorial climatic regions. **Characteristics** - Trees are tall with thick under growth. - They are ever green - Trees have broad leaves - They have buttress roots **Examples of trees** - Mahogany - Rose wood - Green heart - Ebony **Countries with Equatorial rain forest** - D. R. C. - C. A. R. - Garbon - Cameroon - Uganda - Sierraleone - **Activities carried out** - Lumbering - Tourism - Hunting - Farming on small scale	**Subject competence** - The learner; describes the characteristic of Equatorial, Mangroove vegetation - Identifies the tree species found in each - States the activities carried out in each **Language competence** - The learner; pronounces, reads and spells words connected to the lesson accordingly like Mahogany, lumbering, ship, building, Mangome, health, altitude etc	Guided discussion	Answering oral and written questions.	Effective communication, responsibility, care for the environment	Chart showing an illustration of mountain vegetation	
	3			**Mangroove forest (swamp)** - They have water proof timber - They grow in water logged areas - Talk about countries with Mangroove vegetation **Mountain vegetation** - Draw an illustration of mountain vegetation - Identify areas with mountain vegetation - Identify economic activities carried out in mountainous areas.						MK. Std S ST pupils bk 7 page 24/ 26

	4			**Savanna vegetation** A grass land is a large area of land covered with grass and scattered trees. Savanna is also called Tropical grassland of Africa. **Types of Savanna** - Wet savanna - Dry savanna **Characteristics** - It has tall grass and scattered trees - The grass has long roots - Trees shed their leaves during dry season. **Economic activities carried out** - Pastoralism - Mining - Tourism - Farming - Industrialization **Semi – desert and desert vegetation** - Semi – desert has scattered short trees with thorny trees. - Desert vegetation: Have bare nodes with sand dunes. **Examples of plants that grow in desert regions** - Palm dates - Barley - Baobab - Cactus trees - Acacia revisit the meaning of sand dunes and oases	**Subject competence** - The learner; describes the characteristics of savanna, semi desert and desert vegetation - Gives examples of plants found in each region. - States the activities carried out in savanna region **Language competence** - The learner; writes words and sentences with correct punctuations.	-	-	-	- Chalk board illustration	Mk st'd S S T pupils bk 7 page 27/ 28	

	5			**Mediterranean vegetation** It is situated within Mediterranean climate - Trees have waxy leaves to reduce transpiration. - They have long roots - Talk about trees found there - Countries with Mediterranean vegetation **Temperature grasslands** - They are found in South Africa on the high veld region. - They support sheep rearing - Trees are tall and ever green **Planted vegetation** This refers to plants and grass planted by man/ people **Examples of trees planted by people** - Eucalyptus - Pine - Spruce - Fit - Cedar - Podo **Characteristics of planted vegetation** - Trees are of the same species - They mature very fast **Uses of soft wood trees** - Used for making pencils - Used for constructing houses - Used for making soft boards - For making wooden rulers	**Subject competence** - The learner; describes the characteristics of Mediterranean and temperature vegetation - Defines planted vegetation and describes it's characteristics and uses. **Language competence** - The learner; writes words and sentences correctly.	- Guided discovery - Question and answer	- Reading - Writing - Answering questions	- Self discovery - Care for the environment	- Chalk board illustration	Mk std	

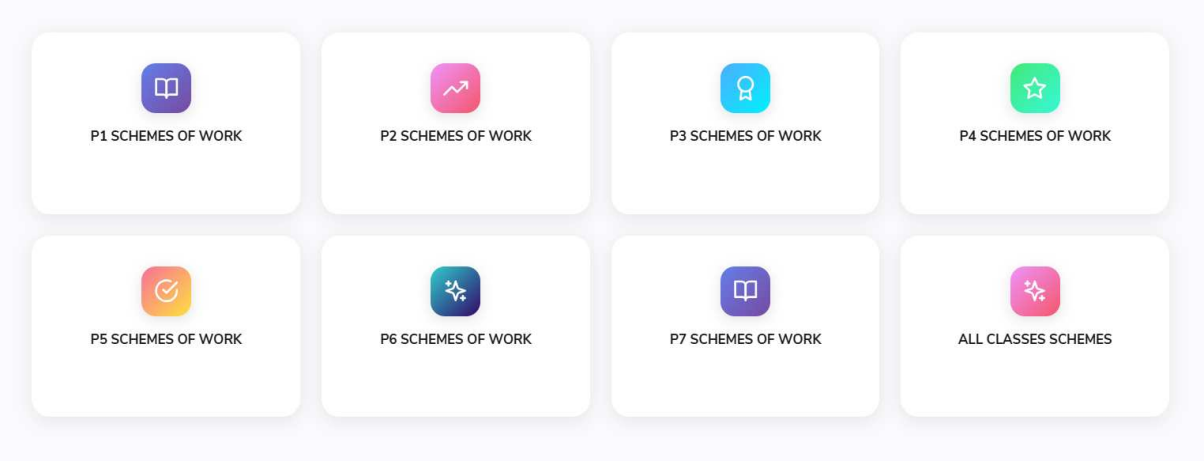
9	1		**Factors influencing vegetation distribution in Africa**	They include - Climate - Types of soil - Human activities - Altitudes - Distance from water bodies **How do they influence?** - **Climate** Areas with plenty of rainfall have thick vegetation while those with un reliable rainfall have scanty vegetation - **Altitude** Vegetation changes with different in altitude - **Human activities** Some human activities support vegetation growth while others discourage - **The nature of soils** Fertile soil support vegetation growth than infertile soils. - **Drainage system** Vegetation grows well in areas with water system like around lakes and rivers	**Subject competence** - The learner; states the factor that affect the vegetation of Africa. - Explains how each factor affects the vegetation of an area. **Language competence** - The learner; pronounces, reads, writes words in sentences correctly.	- Environmental based approach - Question and answer	- Stating factors influencing vegetation - Answering oral and written questions	- Critical thinking - Creative thinking - Responsibility	- Chalk board illustration	Comp primary S S T pupils bk 7 page 26/ 27	
	2		**Importance of vegetation**	**Importance of vegetation to people and animals** - It as a home of wild animals and birds - It helps in rain formation - It attracts tourists who bring income - It is a source of herbal medicine - A source of fuel - It is a source of food to people and animals. **Effects of human activities on the natural vegetation** - It leads to soil erosion - Leads to the expansion of desert and semi – deserts. - Leads to global warming	**Subject competence** - The learner; identifies the importance of vegetation to animals and people - States the effects of human activities on vegetation. **Language competence** - The learner writes words and sentences correctly	- Question and answer	- Answering oral and written questions	- Appreciation	- Chalk board illustration	Comp. primary S S T pupils bk 7 page 29/ 30	

	3		**Game parks**	**What are game parks** These are large areas gazette by the government to preserve wild life Talk about different animals in game parks. Draw the map of Africa to locate game parks (Mk bk 7 32) **Importance of game parks** - They great employment to people - Source of education information - Tourist attraction - Diversification of the economy - promote infrastructure development	- The learner; defines game parks and game reserve - Locates game parks on the map of East Africa - Gives the importance of game parks	- Exhibition	-	-	- Atlases chat showing game parks	Mk primary S S T pupils bk 7 page 32	

	4		**Tourism**	**Tourism industry in Africa** Tourism is an out of travelling to see new and interesting places for pleasure on study. **Tourist attraction** - Wild life - Culture - Climate - Beaches - Physical features - Vegetation - Historical sites **Importance of tourism** - It is a source of income - Promotes research - Promotes development of infrastructure **Problems facing the tourism industry** - Poor transport and communication in some areas. - Poor accommodation facilities - Disease outbreak - Bush fires **Solutions** - By constructing hotels to improve on accommodation - By improving on security - By constructing roads to improve on transport - By creating more game parks and reserves - My preserving cultural centres	**Subject competence** - The learner; defines the term tourism - Gives tourist attractions in Africa - Identifies the problems facing tourism industry in Africa - Suggests the possible solution to the problems facing the town industry in Africa **Language competence** - The learner; pronounces, spells words correctly such as - Tourism - Invisible - Sceneries - Beaches - Accommodation etc	- Learners based approach - Group work	- Answering oral and written questions	- Fluency - Articulation - Co – operation	- Chalk board illustration	Mk std	

	5		**Population distribution in relation to vegetation**	**Equatorial regions** They are sparsely populated because of; - Too much rain fall received - Poor transport and communication - Presence of dangerous animals **Desert vegetation** - There are few people because of poor climatic conditions **Savanna region** - There are many people because of enough space **Mediterranean region** - Highly populated because of favourable conditions. **Miombo Woodlands** - They are sparsely populated of because of having tsetse flies that spread sleeping sickness. **Effects of population on vegetation** - People end up clearing vegetation in order to; - Get land for settlement - Get land for farming - Get room for industrialization - Get land for road construction	**Subject competence** - The learner; describes population size in relation to different vegetation zones. - Gives the effects of a high population on vegetation **Language competence** - The learner writes words and sentences correctly.	- Guided discussion - Question and answer	- Answering oral and written questions	- Assertiveness - Self awareness	- Chalk board illustration	Mk std S S T pupils bk 7 page 38/ 39	

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