

PRIMARY SEVEN SOCIAL STUDIES SCHEMES OF WORK FOR TERM I – III

WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AIDS	REF	REM
	I	LOCATION AND PHYSICAL FEATURES	LOCATION OF AFRICA ON THE	The learner: a) Locates Africa on the World map. b) b) Names the continents of the world. c) Names the oceans of the world. c) Mentions some facts about Africa. d) Draws the map of the world	♦ Map of the world on the chart ♦ Asia, Africa, Europe, N. America, S. America, Australia & Antarctica. ♦ Pacific, Atlantic, Indian. ♦ The second largest continent, it's the hottest continent, has the hottest desert, shortest people, largest man-made lake, largest number of countries. Etc…	♦ Drawing the map of the world. ♦ Locating Africa on the world map. ♦ Answer questions	♦ Chart ♦ Atlas ♦ Globe	MK STANDARD SST PPLS BK 7 PG 1-2	

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1	**II**		**WORLD MAP**	The learner: a) Locates Africa using longitudes and Latitudes. b) Mentions the neighbouring continents of Africa. c) States the water bodies bordering Africa. d) Mentions other features of Africa. e) Mentions some island countries of Africa. f) Draws a map of Africa showing location.	♦ Latitudes 38^0 N & 35^0 S. ♦ Longitudes 25^0W & 60^0 E. ♦ Asia and Europe. ♦ (E) Indian, (W) Atlantic ocean (NE) Red, (N) Mediterranean sea ♦ Straits, Gulfs, Isthmus. ♦ Mauritius, Comoros, Cape Verde, Madagascar. ♦ Map of Africa in lesson notes and on a chart.			MK STANDARD SST PPLS BK 7 PG 1-5	
	III			The learner: a) Locates the countries of Africa b) Locates the countries of Africa using longitudes and latitudes. c) Explains how to use longitudes and latitudes in locating places.	♦ Locating countries of Africa on a map of Africa. ♦ Locating Algeria, Botswana etc using longitudes and latitudes.			MK STANDARD SST PPLS BK 7 PG 2-5	
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	IV	**LOCATION AND PHYSICAL**	**PHYSICAL FEATURES OF AFRICA**	By the end of the lesson, learners should be able to: a) Explain what physical features are. b) Name the various physical features of Africa. c) Locate the physical features of Africa. d) Draw a map of Africa showing Physical features.	♦ Land forms that give the area shape. ♦ Mountains/ highlands, lakes, rivers, rift valleys, plateau etc… ♦ Map of Africa showing physical features.	♦ Drawing a map of Africa showing physical features. ♦ Naming & locating physical features.	♦ Map of Africa physical ♦ SST atlas ♦ MK SST ppls bk. 7	MK standard ppls bk. 7 pg. 6-21.	

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1	**V**		**THE COASTAL REGIONS**	The learner: a) Explains what a coastal region is. b) Locates the coastal regions of Africa on the map of Africa. c) Gives some features found along the coastal regions of Africa. d) Mentions activities carried out on the coast al regions of Africa. e) Mentions some minerals mined at the coastal regions.	♦ The coastal region is a narrow zone between the sea and the land. ♦ Lagoons, coral reefs etc… ♦ Fishing, mining, oil refining, trade, etc… ♦ Oil, limestone, salt etc…	♦ Answer questions		MK standard ppls bk. 7 pg. 6-21.	
	VI		**THE PLATEAU AND MOUNTAINS**	The learner: a) Describes a plateau. b) Mentions some plateaus and highlands of Africa. c) Names some mountains of Africa. d) Locates mountains/ highlands of Africa. e) Identifies types of mountains in Africa.	♦ A Plateau is a raised flat, topped piece of land. ♦ Jos, Fouta Djalon, Tibesti, plateaus etc… ♦ Mountains: Kilimanjaro, Rwenzori, Kenya, Elgon, Drakensberg, Atlas etc… ♦ Map of Africa showing mountains/ highlands. ♦ Types of mts: volcanic, block/ horst and fold.		♦ Map showing physical features of Africa	MK standard ppls bk. 7 pg. 6-21.	

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	I	**LOCATION AND**	**FORMATION OF VOLCANIC MOUNTAINS**	The learner: a) Defines terms associated with volcanic mountains. b) Discusses with illustrations the formation of volcanic mountains. c) Identifies categories of volcanic mountains.	♦ Volcanicity ♦ Lava ♦ Magma ♦ Diagram of the formation of volcanic mts ♦ Active volcanoes ♦ Sleeping/ Dormant ♦ Dead/ Extinct volcanoes	Drawing diagrams	Chart	MK SST ppls bk 7 pg. 11-14	

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2	**II**		**FORMATION OF BLOCK/ HORST AND FOLD MOUNTAINS**	The learner: c) Gives examples of fold and block mountains. d) Draws diagrams showing formation of block and fold mountains.	♦ Fold: Drakensberg and Atlas mountains. ♦ Diagrams showing formation of block and fold mts in lesson notes.				

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	III		**OCEANS AND SEAS**	The learner: a) Mentions oceans and seas bordering Africa. b) States the importance of oceans and seas to man. c) Identifies problems facing oceans and seas.	♦ Oceans: Indian and Atlantic ♦ Seas: Red and Mediterranean seas. ♦ Importance: fishing, transport, recreation, mining, tourism etc ♦ Disadvs: occupy land, separate continents etc ♦ Problems: Pollution from oil spillage, dumping of nuclear wastes.	Naming oceans and seas, Locating oceans and seas.	Map. SST atlases	MK SST ppls bk 7 pg. 9	

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2	**IV & V**	**LOCATION AND PHYSICAL FEATURES OF AFRICA**	**THE GREAT RIFT VALLEY**	The learner: a) Names the two arms of the rift valley. b) Names the lakes found in each arm of the rift valley. c) Draws a map showing the African rift valley. d) States the characteristics of rift valley lakes. e) Explains why rift valley lakes are salty. f) Mentions activities carried out in the rift valley. g) Identifies problems faced by the people who live in the rift valley.	♦ Arms: Eastern and Western arms. ♦ Eastern arm (lakes): Turkana, Naivasha, Elmenteita, Natron, Eyasi, Manyara, Nakuru, Magadi, Baringo. ♦ Western arm (lakes): Albert, Edward, George, Mutanda, Katwe, Kivu, Tanganyika, Rukwa ♦ Xtics: deep, oblong, salty, have inland drainage. ♦ Are salty b'se: have salty ashes, lie on salty rocks, have inland drainage. ♦ Activities: tourism, mining, fishing, transport, cattle keeping. ♦ Problems: high temperature, drought, and lack of fresh water, poor communication. etc	Drawing the map Locating lakes in the rift valley.	Map Africa showing the rift valley SST Atlases.	MK SST ppls bk 7 pg. 9	

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	VI		**THE AFRICAN RIVERS**	The learner: a) Names the major rivers of Africa b) Explains terms about rivers. c) Mentions the stages/ courses of rivers and give the importance of each. d) Identifies rivers in Africa with deltas.	♦ Rivers: Nile, Niger, Congo, Zambezi, Limpopo, Orange ♦ Terms: mouth- where a river ends, source- where a river starts, confluence, watershed, basin, delta, tributary ♦ Stages: Torrent, middle, plain ♦ Nile, Niger, Rufiji, Semliki ♦	Answering questions. Naming rivers. Explaining terms	Chalkboard illustrations	MK SST ppls bk 7 pg. 11-14	
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3	**I**	**LOCATION AND PHYSICAL FEATURES OF AFRICA**	**RIVERS: NILE, NIGER & ZAMBEZI**	The learner: a) Locates rivers: Nile Niger and Zambezi on a map of Africa. b) Mentions the dams on each of the rivers in (a) above. c) Explains the importance of these rivers to their countries.	♦ Locating rivers on the map of Africa. ♦ Nile: Nalubaale, kiira, Senner, Roseires, Aswan. ♦ Zambezi; Kariba, Kafue, Cabora bassa. ♦ Niger: Kainji dam ♦ Importance: HEP, mining, fishing, water for home, industrial and irrigation.	Answering questions.	Map of Africa Atlases.	MK SST ppls bk 7 pg. 11-14	
	II		**RIVERS: ORANGE, VOLTA, RUVUMA & CONGO**	The learner: a) Locates rivers: Volta, Congo, Ruvuma and Orange. b) Mentions the dams on each of the rivers in (a) above. c) Gives the importance of each of the rivers to their country. d) Draws a map of Africa showing rivers.	♦ Locating rivers on the map of Africa. ♦ Volta: Akosombo, ♦ Orange: Vaal, Verwoerd. ♦ Congo: Inga, Nzilo dams. ♦ Importance: Generation of HEP, mining, fishing, water for home, industrial and irrigation.		Chalkboard illustrations	MK SST ppls bk 7 pg. 11-14	

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	III		**THE AFRICAN RIVERS.**	The learner: a) Outlines the importance of rivers. b) Explains why some rivers are not good for navigation. c) States dangers created by some rivers. d) Mentions the advantages and the disadvantages of rivers.	♦ Importance: Generation of HEP water for domestic, industrial and irrigation, fishing, navigation, tourism, ♦ Waterfalls, dams, wild animals, rocks, some are shallow, narrow. ♦ Floods, diseases etc. ♦ HEP generation, irrigation, fishing, tourism, etc	Answering questions.		MK SST ppls bk 7 pg. 11-14	
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	IV	**LOCATION AND PHYSICAL**	**AFRICAN LAKES**	The learner: a) Explains what lakes are. b) States types of lakes. c) Gives examples of each type of lake. d) Explains how each type of lake was formed. e) Illustrates the formation of each type with diagrams.	♦ Lakes are water bodies formed as water collects in the hollows of the earth. ♦ Types: depression, rift valley, ox-bow, lagoon, glacial, volcanic (crator, caldera, lava dammed), man-made.	♦ Naming types of lakes. ♦ Explaining formation of lakes.	♦ Chart ♦ Chalkboard illustrations.	MK standard ppls bk. 7 pg. 15-18	

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3	**&** **V**				♦ Formation: depression-down warping, Man-made- dams on rivers, Rift valley- faulting, Volcanic i.e. crator, caldera & lava dammed- volcanicity, Ox-bow- meandering of rivers. ♦ Diagrams illustrating formation are in the lesson notes.	♦ Drawing diagrams illustrating formation of lakes.			
	VI			The learner: a) States the economic activities carried out around lakes. b) Explains the importance of lakes to man. c) Gives reasons why lakeshores are densely populated. d) Mentions the disadvantages of lakes. e) Identifies problems faced by people who live around lakes.	♦ Lumbering, fishing, tourism, crop farming e.g. coffee, cocoa etc. ♦ Fish, irrigation, tourism, water for industries & home use, rainfall formation, recreation etc. ♦ Fertile soil, reliable rainfall, employment opportunities. ♦ Disadvs: deadly water animals, harbour wrong doers, floods, vectors etc. ♦ Outbreak of diseases like cholera, dysentry, water animals etc				
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4	**I**	**INFLUENCE OF PHYSICAL FEATURES ON PEOPLE**	**INFLUENCE OF PHYSICAL FEATURES ON PEOPLE**	The learner: a) Explains how physical features influence people's activities.	♦ Plateau covers the largest part of Africa. All other features are on the plateau. ♦ Activities: Agriculture, fishing, mining, manufacturing, dairy farming, hunting, cattle rearing, nomadic pastoralism etc ♦ Determine crops grown, food eaten clothes worn etc	Discussing the influence of physical features on people, plants and animals.	Chalkboard illustrations	MK standard ppls bk. 7 pg. 18	
	II		**INFLUENCE OF PHYSICAL FEATURES ON ANIMALS**	The learner: a) Explains how physical features influence animals. b) Gives examples of animals that live in the various physical features.	♦ Some animals live in water, others both on land and in water, and others on mountains. ♦ Some animals live with people at their homes i.e. domestic animals while others live in the bush i.e.- wild animals. ♦ Some animals that live in cold areas have fur.				

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	III		**INFLUENCE OF PHYSICAL FEATURES ON PLANTS**	The learner: a) Explains how physical features influence plants.	♦ Physical features determine: - Size of plants. - Taste of plants. - Height of plants. - Yields of plants. - Flowering patterns of plants. - Appearance of plants.				
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4	**IV**	**VEGETATION OF AFRICA**	**TYPES OF VEGETATION IN AFRICA**	The learner: a) Defines the term vegetation. b) Locates different types of vegetation on the map of Africa. c) Draws a map of Africa showing different types of vegetation.	♦ Vegetation is plant life ver an area. ♦ Types: Tropical rainforests, Savannah grasslands, Semi-desert vegetation, Mediterranean and temperate grasslands.	♦ Locating vegetation n a map of Africa. ♦ Drawing a map of Africa showing vegetation.	Chart.	MK SST PPLS BK 7 pg. 22-29.	
	V		**EQUATORIAL RAINFORESTS**	The learner: a) Mentions where equatorial forests are found in Africa. b) States the characteristics of the equatorial forests. c) Names some trees found in the equatorial forests.	♦ Central Africa along the equator. ♦ They have: trees with hard wood, tall trees with broad leaves and buttress roots, are evergreen, are thick forests. ♦ Some of the trees are: Mvule (Troko),Ebony, Mahogany, Sepele etc	♦ Answering questions.			

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	VI		**MOUNTAIN (MONTANE) VEGETATION**	The learner: a) Mentions where montane vegetation is found. b) States the importance of montane vegetation. c) Draws a diagram illustrating montane vegetation.	♦ Montane vegetation is also known as mountain vegetation. ♦ Tourism, timber, etc ♦ Diagram showing montane vegetation in lesson notes and pupil's books.	Drawing a diagram showing montane vegetation			
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	I	**VEGETATION**	**MANGROVE FORESTS (SWAMPS)**	The learner: a) Mentions where mangrove forests are found. b) Gives characteristics of mangrove forests. c) Explains why mangrove forests grow in low lands. d) Outlines the importance of mangrove forests.	♦ Mangrove forests grow along the coasts. ♦ Source of waterproof timber. ♦ Grow in lowlands because they need a lot of water. ♦ Waterproof timber is used for shipbuilding.	Answering questions.	Chalkboard illustrations.	MK SST PPLS BK 7 pg. 24	

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5	II		**TEMPERATE GRASSLANDS**	The learner: a) Locates temperate grasslands of Africa. b) Gives the name of the temperate grasslands of Africa c) States the characteristics of the temperate grasslands OF Africa. d) States the importance of the temperate grasslands of Africa.	♦ Temperate grasslands of Africa are located outside the tropics. ♦ Are called the veld. Called high Veld because they are located in the plateau of S. Africa. ♦ The grasses have short roots, long narrow hairy leaves. ♦ Animals are reared. ♦ There is maize growing in the maize triangle.			MK SST PPLS BK 7 pg. 27	
	III		**PLANTATION FORESTS.**	The learner: a) Explains why plantation forests are called so. b) Gives the characteristics of plantation forests. c) Names some of the trees in plantation forests. d) States the type of wood got from plantation forests	♦ Plantation forests are called so because they are planted by people. ♦ Some of the trees found in the plantation forests are Eucalyptus, Ceder, Pine, Spruce etc ♦ Soft wood is mainly got for making papers, pencils, soft boards etc			MK SST PPLS BK 7 pg. 26	

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5	**IV**	**VEGETATION OF AFRICA**	**SEMI DESERT AND DESERT VEGETATION**	The learner: a) Locates semi-desert vegetation in Africa. b) States the characteristics of semi desert vegetation. c) Mentions the economic activities carried out in the semi-deserts of Africa. d) Mentions the plants that grow at the Oases in deserts.	♦ Location: NE Kenya, NE Uganda, and periphery of deserts. ♦ Thorny trees, scrub, scattered rough grass and bushes. ♦ Activities: Nomadic pastoralism, tourism etc ♦ Trees at the Oases: cactus, dates, boabab etc	Answering questions.	Chalkboard illustrations .	MK SST PPLS BK 7 pg. 28	
	V		**TROPICAL GRASSLANDS (SAVANNAH)**	The learner: a) States where Savannah grasslands are found in Africa. b) Gives an example of a wooded Savannah in Africa. c) Explains why trees shed leaves during the dry season. d) States the dangers of woodlands.	♦ Savannah vegetation covers the largest part of Africa. ♦ An example of wooded Savannah- miombo woodlands of Tanzanian. ♦ Trees shed off leaves to control transpiration ♦ Woodlands have tse-tse flies. Bee keeping is carried out.				
	VI		**MEDITER RANEAN VEGETATIN**	The learner: a) Identifies areas with Mediterranean vegetation. b) Mentions what makes the Mediterranean vegetation. c) Names some of the trees found in the Mediterranean vegetation.	♦ Found in NW Africa i.e. Libya, Tunisia, Morocco, SW Africa i.e. Cape area in S. Africa. ♦ Woodland and scrub make Mediterranean vegetation ♦ Trees: cornifers, pine, rosswood, cypress, etc				

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	I	THE VEGETATION OF	**FACTORS THAT INFLUENCE VEGETATION DISTRIBUTION**	The learner: a) States factors that influence vegetation distribution. b) Explains how some factors affect vegetation distribution.	♦ Rainfall (major factor), soils, temperature, relief. ♦ Human activities e.g. lumbering, fish smoking, charcoal burning, brick making, industrialisation etc	♦ Stating factors influencing vegetation.	Chalkboard illustrations	MK SST PPLS BK 7 pg. 29-31	
	II		**IMPORTANCE OF VEGETATION TO PEOPLE AND ANIMALS**	The learner: a) States the importance of vegetation to people. b) States the importance of vegetation to animals.	♦ For fuel, for food, for pasture for animals, for shelter for both people and animals, timber, tourism, purify air, filter water etc	♦ Stating the importance of vegetation.		MK SST PPLS BK 7 pg. 31	

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6	**III**		**DISADVANTAGES OF VEGETATION**	The learner: a) States the disadvantages of vegetation. b) Explains how man destroys vegetation. c) Gives reasons why people cut down trees.	♦ Harbour vermin, deadly wild animals, hoodlums, occupy farm lands, tse tse flies etc ♦ Burning bushes lumbering, overgrazing, etc ♦ People cut trees for timber, firewood, charcoal, industrialisation, settlement, poles for HEP etc	Discussion		MK SST PPLS BK 7 pg. 31	
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6	**IV**	**THE VEGETATION OF AFRICA**	**FOREST/ VEGETATION CONSERV-ATION**	The learner: a) States ways how forests are conserved. b) Explains how the environment is degraded.	♦ Forest conservation: By afforestation, re-afforestation, Use of appropriate farming methods, rural electrification. ♦ Degradation: Mining, brick making, and construction of infrastructure, swamp reclamation.	Answering questions.	Chalkboard illustrations.	MK SST PPLS BK 7 pg. 30-31	
	V		**LOCATION OF GAME PARKS IN AFRICA**	The learner: a) Explains what National Game Parks are. b) Explains why most game parks are in the Savannah. c) Draws a map of Africa showing National Game Parks.	♦ Game parks are gazetted areas for the preservation of wild animals. ♦ Most game parks are found on the Savannah because there's pasture for the animals in the Savannah. Map of Africa showing game parks.	Drawing a map of Africa showing game parks.	Map of Africa showing game parks	MK SST PPLS BK 7 pg. 31-32	

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	VI		**TYPES OF ANIMALS IN GAME PARKS**	The learner: a) Mentions the types of animals in the national parks of Africa. b) Mentions some of the animals in the national parks of Africa. c) Gives some of the birds in the national parks of Africa. d) States the importance of some of the animals in the national parks of Africa.	♦ Types of animals: Mammals, reptiles, birds etc ♦ Herbivores- antelopes, etc ♦ Carnivores- lions leopards etc ♦ Scavengers- hyenas ♦ Birds- flamingos (L Nakuru- Kenya), ostriches ♦ Crocodiles- water and land Forests- monkeys	Answering questions.	Chalkboard illustrations .	MK SST PPLS BK 7 pg. 31-35	
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	I	**VEGETATION OF AFRICA**	**GAME PARKS**	The learner: a) Outlines the importance of game parks. b) Explains how vegetation influences animals. c) Mentions problems facing national parks.	♦ **Importance**: Create employment, promote tourism, marketing handcrafts, preserving animals, and fosters co-operation between countries. ♦ Animals stay where there is pasture, shelter where it is too thick for human beings to pass. ♦ Problems: poaching, wild fires, floods, animal diseases, drought, wars etc	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 pg. 36-37	

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7	**II**		**TOURISM**	The learner: a) Explains why tourism is known as an industry. b) States the dangers faced by the tourism industry. c) Gives the disadvantages of tourism.	♦ Creates employment, generates income, develops remote areas etc ♦ Poaching, political instability, drought, mismanagement etc ♦ Some tourists bring in diseases, some tourists are spies, tourists bring in foreign cultures etc			MK SST PPLS BK 7 pg. 38-39	
	III			The learner: a) Suggests solutions to problems of tourism. b) Explains the effects if vegetation on population distribution.	♦ **Solutions:** control poaching, improve security and infrastructure, conserve wild life, gazzeting more national parks, introducing more species of animals, publicising tourism sites. etc ♦ People fear to settle near the forests				
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	IV	**CLIMATE OF AFRICA**	**CLIMATIC REGIONS OF AFRICA**	The learner: a) Names the climatic regions of Africa. b) Locates the climatic regions of Africa. c) Draws a map of Africa showing the climatic regions of Africa.	♦ Regions: Tropical, equatorial, semi-desert, desert temperate regions and mediterranean regions. ♦ Map of Africa on a chart showing climatic regions of Africa.	♦ Naming regions. ♦ Drawing the map.	Map Chalkboard illustrations	MK SST PPLS BK 7 pg. 41-46	

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7	**V**		**TROPICAL CLIMATE**	The learner: a) States the two types of tropical climate. b) Describes topical climate. c) Distinguishes between the two tropical climates. d) Mentions countries that experience the tropical Savannah climate.	♦ Tropical Savannah and tropical monsoon climate. ♦ Tropical climate has hot and wet summers with warm and dry winters. ♦ Gambia, Chad, Burkina Faso, Sudan, Zimbabwe etc experience tropical climate. ♦ Savannah climate has long wet seasons with short dry spells while monsoon has less severe and shorter dry seasons.	♦ Discussion		MK SST PPLS BK 7 pg. 42	
	VI		**EQUATORIAL CLIMATE**	The learner: a) Describes equatorial climate. b) Mentions countries that experience equatorial climate.	♦ Equatorial climate is hot and wet throughout the year. ♦ DR Congo, Gabon, Congo, Sierra Leone, Central African Republic etc experience equatorial climate.	♦ Discussing climate. ♦ Naming countries.		MK SST PPLS BK 7 pg. 43	
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	I	CLIMATE OF AFRICA	**SEMI-DESERT CLIMTAE**	The learner: a) Describes Semi-desert climate. b) Names countries that experience semi- desert climate. c) Identifies places with semi desert climate.	♦ Has very hot summers with little rainfall. ♦ Namibia, Botswana, Niger, N. Nigeria, Mali , and N Sudan experience desert climate.	♦ Drawing the map of Africa showing deserts.	Map showing climatic regions of Africa.	MK SST PPLS BK 7 pg.	
	II		**DESERT CLIMATE**	The learner: a) Describes desert climate. b) Mentions the desert of Africa. c) Mentions the activities carried out in the deserts of Africa. d) Draws a map of Africa showing the deserts.	♦ Desert climate is hot and dry throughout the year. ♦ **Deserts**: (Sahara desert-largest), Namib Desert, Kalahari Desert. ♦ Nomadic pastoralism. ♦ Oases- water, plants. ♦ Farming by irrigation ♦ Tourism Mining e.g. oil etc	♦ Answering questions. ♦ Discussions.		MK SST PPLS BK 7 pg.	

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8	**III**		**MOUNTAIN CLIMATE**	The learner: a) Identifies areas with mountain climate. b) Gives the characteristics of mountain climate. c) Names the type of rainfall experienced on mountainous areas.	♦ Highlands/ mountains receive relief (orographic rainfall). ♦ Mountain climate has low cool temperatures with plenty of rainfall.			MK SST PPLS BK 7 pg.	
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	IV	**CLIMATE OF AFRICA**	**MEDITERRANEAN CLIMATE**	The learner: a) Gives another name for Mediterranean climate. b) Describes Mediterranean climate. c) Names countries that experience Mediterranean climate.	♦ Another name: 'Warm temperate Western margin'. ♦ It has hot and dry summers with warm and wet winters. ♦ N. Morocco, Tunisia, Algeria, Libya and S. Africa experience the Mediterranean climate. ♦ Mediterranean climate is good for citrus fruit growing.	Locating areas with mediterranean climate.	Map showing climatic regions.	MK SST PPLS BK 7 pg. 45	

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8	**V**		**FACTORS THAT INFLUENCE CLIMATE**	The learner: a) Outlines factors that influence the climate of Africa. b) Defines the term, Latitude. c) Explains, with the help of diagrams, how latitude influences climate. d) Explains why Africa is always hot.	♦ **Factors**: latitude, winds, altitude, prevailing winds, ocean currents, global warming, distance from the water bodies influence the climate of Africa. ♦ Places along the equator are hotter than those far away from the equator. ♦ Africa is always hot because it lies on the tropics.	Naming factors that influence climate	Chalkboard illustrations .	MK SST PPLS BK 7 pg. 46	
	VI		**PREVAILING WINDS AND PRESSURE BELTS.**	The learner: a) Explains what prevailing winds are. b) Names the main prevailing winds of Africa. c) Draws a diagram showing pressure belts.	♦ Prevailing winds are those that always blow over an area. ♦ NE Monsoon winds, NE trade winds, SE Trade winds, Harmattan and Westerlies. (Diagram in lesson notes)	Naming winds.		MK SST PPLS BK 7 pg. 47	
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AIDS**	**REF**	**REM**
	I	**CLIMATE OF AFRICA**	**DISTANCE FROM WATER BODIES**	The learner: a) Explains why areas around water bodies receive heavy rainfall. b) Names the type of rainfall experienced around water bodies and explain why.	♦ Evaporation from water bodies brings about convectional rainfall. ♦ Diagram of convectional rainfall on a chart.	Drawing a diagram of convectiona l rainfall..	Chart	MK SST PPLS BK 7 pg. 47	

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9	**II**		**ALTITUDE**	The learner: a) Defines the term, altitude. b) Explains how altitude affects climate. c) Explains why highlands have cool climate.	♦ Altitude is height above sea- level. ♦ Highlands receive heavy relief rainfall. ♦ Temperature reduces with the increase of altitude.	Discussion	Chalkboard illustrations.	MK SST PPLS BK 7 pg. 48	
	III		**OCEAN CURRENTS**	The learner: a) Defines ocean currents. b) Names the ocean currents of Africa. c) Explains how ocean currents affect climate. d) Draws a map of Africa showing ocean currents.	♦ Movement of water of the ocean. ♦ Currents: canary, Guinea, Banguela, somali, NE Monsoon, Agulhas. ♦ Bring rainfall ♦ Bring warm weather. ♦ Bring cold weather.	Drawing a map of Africa showing ocean currents.	Chart	MK SST PPLS BK 7 pg. 48-49	
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AIDS**	**REF**	**REM**

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9	**IV**	**CLIMATE OF AFRICA**	**GLOBAL WARMING**	The learner: a) Defines the term global warming. b) Names the gas that contributes a lot to global warming. c) Names some human activities causing global warming. d) Explains how global warming influences the climate of Africa.	♦ Rising of world temperatures. ♦ Carbondioxide is responsible for global warming. ♦ Brick making, charcoal burning, industrialization. ♦ Leads to melting of ice caps causing rising levels of water n oceans and seas, abnormally heavy rainfall.	Answering questions.	Chalkboard illustrations	MK SST PPLS BK 7 pg. 49	
	V		**HUMAN ACTIVITIES IN EQUATRIAL CLIMATE**	The learner: a) States the human activities in the equatorial climate. b) Names the crops grown in the equatorial climate. c) Names countries involved in the above mentioned human activities.	♦ **Activities:** mining, hunting, tourism etc… ♦ **Crops:** cocoa, rubber, bananas, coffee, palm oil, sugar canes, shifting cultivation. ♦ DR Congo, Gabon, Congo.	Answering questions.		MK SST PPLS BK 7 pg. 50	

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	VI		**HUMAN ACTIVITIES IN TROPICAL CLIMATE**	The learner: a) States the human activities in the equatorial climate. b) Names the people involved in the above mentioned human activities. c) Names the crops grown in the tropical climate.	♦ **Activities:** cattle keeping i.e. cattle, goats and sheep. ♦ **People:** Karimojong- NE Uganda, Fulani- N Nigeria and Masai- N Tanzania. ♦ **Crops:** coffee, cotton, maize, tobacco, tea, beans and groundnuts etc			MK SST PPLS BK 7 pg. 51	
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AIDS**	**REF**	**REM**
	I	**CLIMATE OF AFRICA**	**HUMAN ACTIVITIES IN SEMI DESERT CLIMATE**	The learner: a) States the main economic activity in semi desert areas. b) Names animals kept in semi desert areas.	♦ Nomadic pastoralism/ herding. ♦ Animals kept: camels, cattle sheep goats etc.	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 pg. 51-52	
	II		**HUMAN ACTIVITIES IN DESERT CLIMATE**	The learner: a) Names places where water can be found in the desert. b) States the activities carried out in the desert. c) Explains how farming can be carried out in the desert	♦ Water is got from : oases, rivers, lakes etc ♦ Crop growing: dates, wheat, olives, barley, mining e.g. oil, tourism etc. ♦ Crop farming is possible by irrigation.			MK SST PPLS BK 7 pg. 51-. 52	

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10	**III**		**HUMAN ACTIVITIES IN MEDITER-RANEAN CLIMATE**	The learner: a) States the main human activities carried out in the Mediterranean lands. b) States the importance of crops grown in the Mediterranean lands	♦ Activities: growing of citrus fruits i.e. oranges, lemons, barley etc ♦ Vines for making wine. ♦ Grapes are crops from which wines are made. ♦ Barley s also used for making beers.			MK SST PPLS BK 7 pg. 52	
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AIDS**	**REF**	**REM**
	IV	**CLIMATE OF AFRICA**	**EFFECTS OF CLIMATE ON MAN AND HOW MAN AFFECTS THE ENVIRON MENT**	The learner: a) Explains the effects of climate on people. b) Explains how man affects the environment.	♦ People's energy, mental strength, comfort and appearance are determined by the climate. ♦ Climate determines types of houses built, markets, food, diseases etc ♦ Overgrazing, draining wetlands, pollution, deforestation etc.	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 pg. 52-56	

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10	**V**		**ENVIRONMENTAL DEGRADATION AND CONSERVATION**	The learner: a) States the effects of environmental degradation. b) Suggests ways of conserving the environment.	♦ Effects: Soil erosion, soil exhaustion, drought, global warming, desertification etc ♦ Conservation: Rural electrification, afforestation, agro-forestry etc.			MK SST PPLS BK 7 pg. 56-57	
	VI		**CLIMATIC CHARTS**	The learner: a) Identifies the number of seasons shown on the chart. b) Identifies the climate shown. c) Identifies the vegetation shown d) Suggests the economic activities shown on the charts. e) Draws different climatic charts.	♦ Climatic charts in lesson notes.	Drawing charts Answering questions.		MK SST PPLS BK 7 pg. 44	

TERM TWO

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
1	I	THE PEOPLE OF AFRICA	**ETHNIC GROUPS AND SETTLEMENT PATTERNS**	By the end of the lesson, learners should be able to: a) Mention the main ethnic groups in Africa. b) Draw a map of Africa showing settlement patterns.	♦ Ethnic groups: Bantu, Nilo-Hamites, Nilotics, Hamites, Arabs and Europeans etc ♦ Map in the lesson notes.	♦ Drawing the map of Africa showing settlement patterns.	Map	MKSST PPLS BK 7 PG 59-67	
	II		**THE BANTU MIGRATION**	By the end of the lesson, learners should be able to: a) Explain the Bantu migration in Africa. b) Discuss the causes of the Bantu migration.	♦ Bantu- largest group in Africa. ♦ Originated from the confluence of Niger and Benue, Cameroon highlands and the Congo forests. ♦ Causes: famine, diseases (epidemics), land shortage, love for adventure etc	♦ Discussion			
	III		**SETTLEMENT PATTERNS OF THE BANTU IN AFRICA**	By the end of the lesson, learners should be able to: a) Trace the settlement patterns of the Bantu in Africa. b) Draw a map of Africa showing the settlement	♦ Bantu in E. Africa: Baganda, Kikuyu, Hehe, Nyamwezi, Basoga, Banyankole, Banyoro, Bakiga etc. ♦ Bantu in S. Africa: Ngoni, Sotho etc ♦ Map in lesson notes.	♦ Drawing the map of Africa showing settlement patterns.			

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
1	IV	THE PEOPLE OF AFRICA	THE NILOTICS	By the end of the lesson, learners should be able to: a) Explain the origin and the migration of the Nilotics in Africa. b) Show the settlement patterns of the Nilotics in Africa. c) Give reasons for the migration of the Nilotics in Africa.	♦ Came from Southern Sudan in Bahr el ghazel, moved to Uganda. ♦ Map showing the settlement patterns of the Nilotics. ♦ **Reasons:** Shortage of water and pasture, overpopulation, epidemics, internal and external conflicts	Drawing the map of Africa showing the migration and settlement patterns.	Map of Africa showing the migration and settlement patterns.	MKSST PPLS BK 7 PG 59-67	
	V		THE NILO-HAMITES (PLAIN & HIGHLAND NILOTES)	By the end of the lesson, learners should be able to: a) Explain the origin and migration of the Nilo-Hamites in Africa. b) Show the settlement patterns of the Nilo-Hamites in Africa. c) Give examples of the tribes that fall under the Nilo-Hamites in Africa.	♦ Originated from the Ethiopian highlands, entered Uganda from the N. East. ♦ **Examples:** Karimojong, Jie, Turkana, Pokot, iteso etc				

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	VI		**THE HAMITES**	By the end of the lesson, learners should be able to: a) Explain the origins and the migration of the Hamites in Africa. b) Give examples of the Hamites in Africa. c) Draw a map of Africa showing the settlement patterns of the Hamites in Africa.	♦ Originated from Ethiopia. ♦ Examples: Bahima, tutsi, Galla, Berbers and Tuaregs of N.& West Africa.				
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AID**	**REF**	**REM**
	I	**THE PEOPLE OF AFRICA**	**OTHE R GROUPS OF PEOPLE IN AFRICA**	By the end of the lesson, learners should be able to: a) Identify other groups of people in Africa. b) Explain the settlement patterns of other groups in Africa. c) Identify the occupations of other groups in Africa.	♦ Europeans, pygmies, Indians (Asians), Khoisan, Malay- Polynesian Mangloids. ♦ Khoisan – Nomads ♦ Pygmies – hunting ♦ Indians – trade ♦ Arabs - Trade	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 63-64	

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2	**II**		**THE WHITES IN AFRICA**	By the end of the lesson, learners should be able to: a) Identify the countries in Africa with many whites. b) Explain how other groups came to Africa c) Explain how the Whites spread to S. Africa.	♦ Zimbabwe, Kenya, Namibia, S. Africa. ♦ Came to trade, colonialism ♦ Great trek – (map showing the great trek).				
	III		**RECENT MIGRATIONS IN AFRICA**	By the end of the lesson, learners should be able to: a) Suggest reasons why there are migrations taking place today.	♦ Political instability, overpopulation, Need for land for settlement, need for jobs/ greener pastures, disaster se.g. earthquakes, floods, volcanic eruptions etc, diseases (epidemics) etc				
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AID**	**REF**	**REM**
	IV	**THE PEOPLE OF AFRICA**	**PROBLEMS FACED BY EARLY MIGRANTS IN AFRICA**	By the end of the lesson, learners should be able to: a) Explain the problems faced by the early migrants in Africa.	♦ Loss of lives and property. ♦ Shortage of water, food, shelter etc ♦ Rough terrain. ♦ Hostile tribes ♦ Poor transport etc	Explaining the problems faced by the early migrants.	Chalkboard illustrations .	MK SST PPLS BK 7 PG 59-67	

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2	**V**	**FOREIGN INFLUENCE ON THE AFRICAN CONTINENT**	**FOREIGN GROUPS THAT CAME TO AFRICA**	By the end of the lesson, learners should be able to: a) Mention the foreign groups that came to Africa. b) Name their places of origin	♦ Traders- came from Asia and Europe. ♦ Missionaries- came from Europe. ♦ Explorers- came from Europe mainly. ♦ Colonialists- came from Europe.	Discussion		MK SST PPLS BK 7 PG 68-84	
	VI		**THE EARLY EXPLORERS TO AFRICA**	By the end of the lesson, learners should be able to: a) name the early explorers in E. Africa b) State the reasons for the coming of the early explorers to E. Africa. c) Draw a map of E. Africa showing the routes of the explorers in E. Africa.	♦ East African explorers: Ludwig Krapf, Johan Rebman, Jacob Erhardit, Samuel Baker, John Speke, Joseph Thomson, David Livingstone etc ♦ The E. African explorers mainly came to look for the source of the Nile. ♦ Map of E. Africa showing the journeys of the explorers in the lesson notes.	Drawing a map of E. Africa showing the explorers' journeys	Map of E. Africa showing the explorers' journeys	MK SST PPLS BK 7 PG 68-70	
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AID**	**REF**	**REM**
3	**I**	**FOREIGN INFLUENCE N**	**PROBLEMS FACED BY THE EXPLORERS IN E. AFRICA**	By the end of the lesson, learners should be able to: a) State the problems faced by the explorers in E. Africa. b) Discuss the problems faced by the explorers in E. Africa.	**Problems:** ♦ Lack of transport. ♦ Wild animals. ♦ Tropical diseases. ♦ Unfavourable climate. ♦ Hostile tribes etc	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG	

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	II		**EFFECTS OF THE COMING OF THE EXPLORERS TO E. AFRICA**	By the end of the lesson, learners should be able to: a) Outline the effects of the coming of the explorers to E. Africa.	**Effects:** ♦ Opened Africa to the rest of the world, led to international trade, coming of the missionaries, Introduction of the Western civilisation, promoted slave trade & slavery especially in W. Africa, Europeans got more knowledge.			68-70	
	III		**EARLY EXPLORERS IN WEST AFRICA**	By the end of the lesson, learners should be able to: a) Name the early explorers to West Africa. b) Suggest reasons for the coming of Explorers to West Africa. c) Draw a map showing the journeys of the West African explorers.	♦ Early explorers: Deniz Diaz, John Lander, Richard Lander, Mungo Park, Bartholomew Diaz etc ♦ D. Diaz and B. Diaz wanted the sea route to India. ♦ The rest came to look for the source of the Nile.				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
3	**IV**	**FOREIGN INFLUENCE N THE AFRICAN CONTINENT**	**EARLY EXPLORERS IN NORTH AFRICA**	By the end of the lesson, learners should be able to: a) Name the explorers who came to north Africa. b) Explain the reasons for the coming of the N. African explorers.	♦ W. African explorers: Major Denham, Lt. Clapperton, and Mungo park. ♦ They were looking for the source of the Nile.	Discussion	Chart	MK SST PPLS BK 7 PG 68-70	
	V		**THE COMING OF MISSIONARIES TO AFRICA**	By the end of the lesson, learners should be able to: a) Mention the missionary groups that came to Africa. b) State the achievements of the missionaries in Africa.	**Missionary groups:** ♦ CMS, Lutheran missionary society, Holy Ghost fathers, London missionaries, Missionaries of Africa (White fathers), University Mission to central Africa, Millhill fathers, Verona Frs.				

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	VI		**REASONS FOR THE COMING OF THE MISSIONARIES TO AFRICA**	By the end of the lesson, learners should be able to: a) State the reasons for the coming of the missionaries to Africa. b) Outline problems faced by the missionaries in Africa.	**Reasons:** ♦ Spread Christianity. ♦ Stop slave trade. ♦ Develop Africa socially, economically and politically so that Christianity could spread freely. They faced: ♦ Tropical diseases. ♦ Hostile tribes. ♦ Wild animals. ♦ Unfavourable climate ♦ Food shortage.				
WK	**PD**	**TPC**	**SUB TPC**	**COMPETENCES**	**CONTENT**	**ACTIVITY**	**T/L AID**	**REF**	**REM**
	I	**FOREIGN INFLUENCE ON THE AFRICAN**	**EFFECTS OF THE COMING OF THE MISIONARIES**	By the end of the lesson, learners should be able to: a) State the effects of the coming of the missionaries to Africa. b) Explain the contributions of the missionaries to the development of Africa.	♦ **Effects:** Introduction of formal education. ♦ Medical services. ♦ new crops e.g. cotton, ♦ Modern farming methods, ♦ Foreign languages, ♦ Western civilization, ♦ Fought against slave trade. ♦ Built schools.	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 70-71	

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4	**II**		**REASONS FOR THE COMING OF THE ASIANS**	By the end of the lesson, learners should be able to: a) Outline the reasons for the coming of the Asians.	♦ Arabs mainly came to trade. ♦ Some Arabs came to spread Islam. ♦ Others came to settle as they were fleeing religious persecution.				
	III		**EFFECTS OF THE COMING OF ASIANS**	By the end of the lesson, learners should be able to: a) State the effects of the coming of the Asians to Africa.	♦ Arabs intermarried with the coastal Bantu forming the Swahili culture and the Kiswahili language. ♦ Arabs introduced Islam, Arabic, new crops, guns, and slave trade, built coastal towns, promoted international trade. etc				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
4	**IV**	**FOREIGN INFLUENCE ON THE AFRICAN CONTINENT**	**THE COMING OF EUROPEAN TRADERS**	By the end of the lesson, learners should be able to: a) Explain why Europeans were interested in the Far East countries like India and china. b) Explain the effects of the industrial revolution. c) State the role of the trading companies in Africa.	♦ Europeans wanted silk and tea from China spices from India. ♦ Ivory and palm oil from W. Africa. ♦ There was poor transport, Marco Polo walked from Europe to China on foot. ♦ Europeans came searching for raw materials and market. ♦ Companies ruled colonies as they traded.	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 71-73	
	V & VI		**SLAVE TRADE IN AFRICA**	By the end of the lesson, learners should be able to: a) Define the terms, 'Slave trade and Slavery' b) Identify groups of people who took place in slave trade. c) Discuss triangular trade. d) State the effects of slave trade in Africa. e) Explain how slave trade was abolished in Africa.	**Defns: Slavery –**illegal possession of a human being by a nother. **Slave trade**- Buying and selling of human beings. **People involved:** Arabs, Yao, Nyamwezi, Europeans. Triangular trade- Slaves from Africa to America- Raw materials from America to Europe- Finished goods from Europe to Africa. **Effects:** Depopulation, detribalisation etc Treaties were signed to end slave trade etc				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
5	**I**	**FOREIGN RULE ON THE AFRICAN CONTINENT**	**THE CLONIALISTS**	By the end of the lesson, learners should be able to: a) Define terms related to the colonisation of Africa. b) Outline reasons for the coming of the colonialists to Africa.	♦ Terms: Colonisation, colony, and partition of Africa, scramble for Africa, protectorate, mandate, and trusteeship. ♦ Reasons: Raw materials, market, spread Christianity, land for settlement, prestige etc	Answering Questions Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 74-84	
	II & III		**ESTABLISHMENT OF COLONIAL RULE IN AFRICA**	By the end of the lesson, learners should be able to: a) Give methods used by the colonialists to establish their rule in Africa. b) Mention the types of rule used by different colonialists. c) Explain how the British colonialists benefited by using indirect rule. d) State ways in which the Africans reacted to colonial rule. e) Explain how the colonialists influenced the people of Africa.	♦ By using : trading companies, force, chiefs/ kings, agents, missionaries, signing agreements etc ♦ Types: direct, indirect and assimilation. ♦ Indirect: Controlled rebellions, solved language barrier and shortage of man power, was cheap etc ♦ Some Africans collaborated, others fought. ♦ Effects: Many states were united to form modern states in Africa, foreign religions, Western education, modern life styles				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
5	IV	FOREIGN RULE ON THE AFRICAN CONTINENT	**THE COMING OF THE SETTLERS TO AFRICA**	By the end of the lesson, learners should be able to: a) Identify different groups of settlers that came to Africa. b) State the reasons for the coming of the settlers to Africa.	♦ Settlers: British, Dutch, Indians, Arabs, Malaysians, Portuguese etc ♦ Reasons: To carry out farming. ♦ To escape religious persecution in their home countries.	Answering Questions Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 74-84	
	V		**THE DUTCH SETTLERS IN S. AFRICA**	By the end of the lesson, learners should be able to: a) State reasons for the coming of the Dutch settlers to Africa. b) Discuss the 'Great trek'. c) Outline the influence of the Dutch settlers in S. Africa.	♦ Settlement, trade. ♦ Great Trek was the movement of the Dutch Northwards. Formed Orange free state, Transvaal. Intermarried with Africans forming the Coloureds and the Afrikaans language.				
	VI		**THE COMING OF THE PORTUGEESE**	By the end of the lesson, learners should be able to: a) Explain the establishment of Portuguese rule in Africa. b) Explain the end of Portuguese rule in Africa. c) State the effects of Portuguese rule in Africa.	♦ Conquered the E. African coast, Their rule ended because their officials were corrupt, were few etc ♦ Effects:				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
6	I	NATONALISM AND THE ROAD TO INDEPENDENCE	NATIONALISM AND PAN AFRICANISM	By the end of the lesson, learners should be able to: a) Explain the meanings of the terms Nationalism and pan Africanism. b) Explain how the colonialists mistreated Africans.	♦ Nationalism is one's love, devotion and desire to develop one's country politically, economically and socially. ♦ Africans were overtaxed, forced to work, grow cash crops, imprisonment, exilement etc	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 85-90	
	II		HISTORICAL BACKGROUND OF NATIONALISM AND PAN-AFRICANISM IN AFRICA	By the end of the lesson, learners should be able to: a) Name the early leaders of Pan Africanism and explain the role of each.	♦ Booker T Washington, J E K Aggrey, Dr Williams E Dubois, Marcus Garvey, Henry Silvester Williams.				
	III		AFRICAN NATIONALISM AND PAN-AFRICANISM	By the end of the lesson, learners should be able to: a) Explain the Pan African awareness in Africa. b) Mention the founder members of the Pan African congress.	♦ Africans and Black Ame5icans supported Ethiopia against the Italian attack. ♦ Nkrumah-Ghana-1957 ♦ A. Nasser-Egypt-1922 ♦ Gen. Ibrahim Abboud-Sudan- 1956. ♦ King Hassan II-Morocco- 1956 ♦ Haille Sallassie-Ethiopia- Not colonised				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
6	IV	NATONALISM AND THE ROAD TO INDEPENDENCE	THE NEED FOR INDEPEN DENCE	By the end of the lesson, learners should be able to: a) Define independence. b) Explain why Africans wanted independence. c) Explain factors that brought about serious demands for independence d) Explain why colonial powers gave Africans independence.	♦ Independence is political freedom from colonialism or… ♦ Africans did not want to be ruled by the foreigners, didn't want foreign culture, etc ♦ African Christian converts preached against colonialism, workers rioted, political parties united people against it, USA opposed it, force of African nationalism.	Discussion	Chalkboard illustrations	MK SST PPLS BK 7 PG 91	
	V		THE ROAD TO INDEPEN-DENCE, GHANA	By the end of the lesson, learners should be able to: a) Name the colonial master of Ghana. b) Outline Ghana's steps to independence. c) Name the political party that led Ghana to independence.	♦ CPP, Kwame Nkrumah, Britain. ♦ Strikes and boycotts. ♦ Nkrumah- imprisoned ♦ Evening news (Newspaper) was banned. ♦ Ghana independent in 1957				
	VI		THE ROAD TO INDEPEN-DENCE, NIGERIA	By the end of the lesson, learners should be able to: a) Name the person who led Nigeria to independence. b) Outline Nigeria's steps to independence.	♦ Namdi Azikiwe led Ghana to independence on 01/10/1960 ♦ (Notes)				

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<table>
<tr><th>WK</th><th>PD</th><th>TPC</th><th>SUB TPC</th><th>COMPETENCES</th><th>CONTENT</th><th>ACTIVITY</th><th>T/L AID</th><th>REF</th><th>REM</th></tr>
<tr><td rowspan="3">7</td><td>I</td><td rowspan="3">NATONALISM AND THE ROAD TO INDEPENDENCE</td><td>MALAWI,

ZAMBIA
&
ZIMBABWE</td><td>By the end of the lesson, learners should be able to:

a) Name the colonial masters of Malawi, Zambia and Zimbabwe.
b) Explain the steps to independence of the above countries.
c) Mention their years of independence.</td><td>♦ All the three were colonised by the British.
♦ Malawi Kamuzu Banda-06/07/1964
♦ Zambia –Kaunda-24/10/1964
♦ Zimbabwe- Robert Mugabe- 1980</td><td rowspan="3">Discussion
Answering Questions.</td><td rowspan="3">Atlases

Chalkboard Illustrations.</td><td rowspan="3">MK
SST
PPLS
BK 7
PG
93-94</td><td></td></tr>
<tr><td>II</td><td>FRENCH WEST AFRICA</td><td>By the end of the lesson, learners should be able to:

a) Identify former French colonies in West Africa.
b) State their years of independence.
c) Name the nationalists who led them to independence.</td><td>♦ Senegal, Niger, Mauritania, Cote de’ Ivoire, Equatorial Guinea etc
♦ Table in lesson notes.<table><tr><td>Country</td><td>President</td><td>year</td></tr><tr><td>Senegal</td><td></td><td></td></tr><tr><td>Niger</td><td></td><td></td></tr></table></td><td></td></tr>
<tr><td>III</td><td>ANGOLA
&
MOZAMBIQUE</td><td>By the end of the lesson, learners should be able to:

a) Explain the road to independence of Angola and Mozambique.
b) Name the people who led Angola and Mozambique to independence.</td><td>♦</td><td></td></tr>
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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
7	IV	NATONALISM AND THE ROAD TO INDEPENDENCE	**APARTHEID POLICY IN S. AFRICA**	By the end of the lesson, learners should be able to: a) Define the term apartheid. b) Explain how apartheid was practiced in S. Africa. c) Trace the origin of apartheid in S. Africa.	♦ Apartheid – separation of people according tom colours. ♦ Whites had their own shops, schools, roads, transport.etc ♦ Blacks- restricted to Bantustans and Townships etc	Discussion	Textbooks	MK SST PPLS BK 7 PG 97-99	
	V		**AFRICAN REACTION TO APARTHEID IN S. AFRICA**	By the end of the lesson, learners should be able to: a) Explain how the Africans in S. Africa reacted to apartheid. b) Explain how Africans fought to end apartheid in S. Africa. c) Identify the leaders of the anti-apartheid struggle. d) State the role of the African countries in the struggle against apartheid.	♦ Africans organised strikes and demonstrations, fought against it, ♦ S. Africa was isolated ♦ Other countries funded anti-apartheid movements. ♦ Some of the leaders were Nelson Mandela, Chris Hani, Chief Albert Luthuli, Robert Sobukwe, Bishop Desmond Tutu etc				
	VI		**PROBLEMS MET DURING THE STRUGGLE FOR** INDEPENDENCE,	By the end of the lesson, learners should be able to: a) Explain the problems encountered during the struggle for independence	♦ Loss of life and property, displacement of people, imprisonment of the leaders, poor transport and communication, oppression and harassment, poor hygienic conditions.			

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
8	I	NATONALISM AND THE ROAD TO INDEPENDENCE	**REACTION OF COLONIAL GOV'TS TO AFRICAN DEMAND FOR INDEPENDENCE**	By the end of the lesson, learners should be able to: a) Explain the colonial governments' reaction to African demand for independence.	♦ Exiled Africans who resisted them ♦ Grabbed their land ♦ Killed opponents ♦ Imprisoned opponents ♦ Put their opponents in camps. ♦ Deprived them of the freedom of expression	Discussion	Map of Africa showing independent African states.	MK SST PPLS BK 7 PG 90-99	
	II & III		**THE END OF IN AFRICA**	By the end of the lesson, learners should be able to: a) Name the independent African countries. b) Give the years when they got independence. c) Draw a map of Africa showing all independent African countries.	**Country- Year- C/ Master** Uganda- 1962- Britain Kenya- 1963- Britain Ghana 1957 Britain Egypt 1922 Britain Sudan 1956 Britain Zimbabwe 1980 Britain Nigeria 1960 Britain Zambia 1964 Britain Malawi 1964 Britain Algeria 19 France Chad France Mali France Senegal France CAR France Libya 1951 Italy Angola 1975 Portugal Tanzania 1961 Germany Rwanda 1962 Germany DR Congo 1960 Belgium Mozambique 1975 Portugal ♦ Map of Africa showing the independent countries of Africa.	Drawing a map of Africa showing independent African states.			

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
8	IV	POST INDEPENDENCE AFRICA	THE ORGANIS-ATION OF AFRICAN UNITY (OAU)	By the end of the lesson, learners should be able to: a) Explain how OAU was formed. b) State the aims of the OAU. c) Name the founder members of the OAU	♦ Aims: To unite all African countries, foster peace, eradicate colonialism, prevent re-colonisation of Africa, defend sovereignty of independent African states. Etc ♦ Founders: Uganda, Ethiopia, Egypt etc	Answering Questions	Charts MK pupils books	MK SST PPLS BK 7 PG 101-102	
	V		MEMBERSHIP OF THE OAU	By the end of the lesson, learners should be able to: a) Identify countries that qualified to be the members of the OAU. b) Draw a map of Africa showing the members of the OAU c) Name the independent African countries that were not members of the OAU	♦ Independent African states qualified to member states. ♦ Map of Africa showing member s of the OAU. ♦ Only Morocco was not a member.	Drawing the map of Africa showing the members of the OAU			
	VI		ORGANS OF THE OAU	By the end of the lesson, learners should be able to: a) Name the organs of the OAU. b) State the functions of each organ of the OAU c) Draw the flag of the OAU	♦ Organs: Assembly of Heads of state, Council of ministers, Secretariat, Special committees. ♦ Chart showing the flag of the OAU.	Drawing the flag of the OAU			

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
9	**I**	**POST INDEPENDENCE AFRICA**	**THE OAU SECRETARIAT**	By the end of the lesson, learners should be able to: a) State the functions of the secretariat of the former OAU b) Write down the secretary generals of the OAU	♦ The secretariat attends day to day affairs of the organisation, prepares meetings, writes minutes, prepares the budgets of the organisation. ♦ Sec. Generals: Diallo Telli, Nzo Ekangaki, Eteki Mbouma, Ide-U-Oumarou, Dr Salim Ahmed Salim, Dr Amara Essy.	Discussion	MK SST PPLS BK 7 PG 104-105 Atlases	MK SST PPLS BK 7 PG 104-105	
	II		**ACHIEVEMENTS, FAILURES & REASONS FOR THE FAILURES**	By the end of the lesson, learners should be able to: a) Mention the achievements of the OAU. b) State the failures of the OAU c) Suggest the factors that led to the failure of the OAU.	♦ Africa decolonised, some degree of unity, OAU bank has funded dev't projects etc. ♦ Failed to create standing army, to establish democracy. ♦ Diversity of languages is one of the causes of the failures.			MK SST PPLS BK 7 PG 106	
	III		**FORMATION OF THE AFRICAN UNION**	By the end of the lesson, learners should be able to: a) State the objectives of the formation of the African Union. b) Mention the founder members and the presidents who attended the first AU summit meeting in Durban, South Africa on 09/ 07/ 2002.	♦ Objectives: Promote peace, socio-economic dev't, democratic gov't, human rights and defend the independence of member states in Africa. ♦ Founders: Libya, Uganda, S. A, TZ, Senegal, Nigeria etc			MK SST PPLS BK 7 PG 106-108	

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
9	**IV & V**	**POST INDEPENDENCE AFRICA**	**ORGANS OF THE AFRICAN UNION**	By the end of the lesson, learners should be able to: a) Identify the organs of the African Union. b) State what constitutes each organ. c) State the functions of each organ	♦ Assembly of the union ♦ Executive council of the union ♦ The Pan African parliament. ♦ The African Union Commission. ♦ The court of justice. ♦ The security and the Pace council. ♦ Functions in lesson notes in table form i. e Organ | Composed | Function	Discussion	MK SST PPLS BK 7 PG 106-108 Atlases	MK SST PPLS BK 7 PG 106-108	
	VI		**FUTURE PROSPECTS OF THE AFRICAN UNION**	By the end of the lesson, learners should be able to: a) Explain the future prospects of the African union.	**Aims:** ♦ To set up financial institutions which will support Africa financially and economically i.e. (African Central Bank, African monetary Fund, and African investment bank). ♦ To create an African Federation here Africa is to be under one political head.				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
10	**I**	**POST INDEPENDENCE AFRICA**	**COOPERATION IN AFRICA**	By the end of the lesson, learners should be able to: a) Define the term, 'Cooperation'. b) State the importance of cooperation in Africa. c) Identify regional bodies and give the member states of each.	♦ Cooperation means working together. ♦ Cooperation enables member states to get goods they don't produce, peace trade etc. ♦ Some regional bodies: EAC, KBO, IGAD, ECOWAS, SADC, ECCAS and COMESA. ♦ Table (body- Members)	Drawing the map of Africa showing regional bodies. Discussion.	Map of Africa showing regional bodies. Atlases	MK SST PPLS BK 7 PG 108-111	
	II		**COMESA**	By the end of the lesson, learners should be able to: a) Write COMESA in full. b) Give the objectives of COMESA. c) Name the member states of COMESA. d) State the advantages of COMESA.	♦ Common market for Eastern and Southern Africa. ♦ Aim mainly to promote trade among the member states. ♦ Members: Uganda, Kenya, Sudan, Tanzania, Egypt, Zambia, Malawi etc				
	III		**ECOWAS**	By the end of the lesson, learners should be able to: a) Write ECOWAS and ECOMOG in full. b) Mention the member states of ECOWAS. c) State the reasons why ECOWAS was formed	♦ Economic community of West African states, Economic community Monitoring Group. **Aims:** ♦ To promote trade, cooperation and self-reliance etc in West Africa.				

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WK	PD	TPC	SUB TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AID	REF	REM
10	**IV**	**POST INDEPENDENCE AFRICA**	**THE EAST AFRICAN COOPERATION**	By the end of the lesson, learners should be able to: a) Give information about the former East African Community. b) Explain why the East African Community was revived (East African Cooperation).	♦ East African community was formed in 1967 and collapsed in 1977. ♦ It was revived in 1996 as the East African Cooperation to promote trade, peace and cooperation	Drawing the map of Africa showing regional bodies. Discussion.	Map of Africa showing regional bodies.	MK SST PPLS BK 7 PG 108-111	
	V		**CHALLENGES AND SOLUTIONS TO PROBLEMS OF REGIONAL BODIES**	By the end of the lesson, learners should be able to: a) Outline challenges facing regional bodies. b) Suggest solutions to problems of regional bodies.	**Challenges:** ♦ Shortage of funds, political differences, desires for prestige, political instability, and language barrier. ♦ Encourage regional languages, avoid political differences etc		Atlases		
	VI		**THE COMMON-WEALTH OF NATIONS**	By the end of the lesson, learners should be able to: a) State the aims of the commonwealth of Nations. b) Mention the activities of the commonwealth of Nations.	♦ To unite Britain and her former colonies, promote good governance, assist former colonies economically etc. ♦ Activities: Games, associations, training , scholarships etc			MK SST PPLS BK 7 PG 112-113	

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TERM THREE

WK	PD	TPC	SUB-TPC	COMPETENCES	CONTENT	ACTIVITY	T/L AIDS	REF	REM

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2	**I**	**ECONOMC DEVELOPMENTS IN AFRICA**	**MAJOR ECONOMIC RESOURCES IN AFRICA**	By the end of the lesson, learners should be able to: a) Define the term, 'Resource'. b) Mention the two types of resources. c) State Africa's major resources. d) Outline the uses of land. e) Give problems facing land.	♦ A resource is a feature of the environment man uses to meet his needs. ♦ Renewable & Nonrenewable. ♦ Land, minerals, water bodies wild life, climate etc. ♦ Land for: growing crops, rearing animals, industrialisation etc ♦ Problems: soil erosion, pollution, aridity etc	Discussion	Chalkboard Illustrations Atlases	MK SST PPLS BK 7 PG 115-116	

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	II & III			By the end of the lesson, learners should be able to: a) Mention Africa's major minerals. b) Explain why some minerals are not mined in Africa. c) State the importance of mining to Africa. d) Suggest the disadvantages of mining to a country. e) Draw a table showing location and uses of minerals. **f)** Draw a map of Africa showing minerals.	♦ Gold, copper, diamonds, oil, iron, salt, aluminium, soda ash, phosphates ♦ Shortage of capital, small deposits, no skilled labour, lack of political will etc ♦ Creates employment foreign exchange, industries, develops remote areas, mining companies pay taxes. ♦ Environmental degradation, pollution etc ♦ Table & map (notes)	Drawing the table and the map	Chalkboard illustrations		
2	**IV**		**MAJOR ECONOMIC RESOURCES OF AFRICA (LABOUR)**	By the end of the lesson, learners should be able to: a) Explain what labour is. b) Mention the two types of labour. c) Identify problems affecting labour in Africa. d) Explain what Africa's exports and imports are. e) Outline factors that favour industrial expansion in Africa.	♦ **Labour:** workers i.e. Skilled & unskilled. ♦ **Problems:** Poor pay and working conditions, corruption, tribalism, diseases e.g. AIDS, brain drain etc. ♦ Africa exports raw materials and imports machinery. ♦ **Factors:** Raw materials, transport, market, capital, land, HEP etc	Answering questions	Chalkboard illustrations	MK SST PPLS BK 7 PG 115-116	

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	V		**WATER BODIES**	By the end of the lesson, learners should be able to: a) Mention Africa's water bodies. b) Outline the importance of water bodies to Africa. c) Mention the problems facing water bodies in Africa. d) Draw a map of Africa showing water bodies.	♦ **Water bodies:** Lakes, rivers, oceans, seas etc ♦ **For:** Fishing, transport, tourism, water for industries, irrigation etc ♦ **Problems:** Pollution, drought etc	Answering Questions Drawing the map	Chart Atlases		
	VI		**FORESTS**	By the end of the lesson, learners should be able to: a) Outline the importance of forests to Africa. **b)** Mention problems affecting forests.	♦ **Importance:** Timber, climate, home of wild animals, tourism, rainfall formation etc ♦ **Problems:** Drought, deforestation, wild fires etc	Discussion	Chalkboard illustrations		
	I			By the end of the lesson, learners should be able to: a) Locate Zambia on the map of Africa. b) Name the neighbours of Zambia. c) Draw a map of Zambia showing location. d) Mention the main crops of Zambia	♦ **Location:** 22^0E & 34^0E and 9^0S & 17^0S. ♦ **Neighbours:** shown on the map on the chart/ lesson notes. ♦ Landlocked, Capital is Lusaka, Former colony of the British. ♦ Plateau covers most, R. Zambezi flows through, Tropical climate, subsistance farming, Tobacco is the main cash crop.	Locating Zambia Drawing a map of Zambia.	Chart Atlases	MK SST PPLS BK 7 PG 177-179	

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3	**II** **&** **II** **I**		**ZAMBIA**	By the end of the lesson, learners should be able to: a) State the main economic activity of Zambia. b) List down the minerals of Zambia. c) State the methods of copper mining. d) Give the uses of copper. e) Outline the benefits of copper mining to Zambia. f) Identify problems facing copper mining in Zambia. g) Mention ports used by Zambia. h) State problems caused by copper mining in Zambia. i) Identify problems of landlocked countries. j) Suggest solutions to problems of landlocked countries.	♦ **Mining** i.e. Copper belt. ♦ Copper Cobalt, Lead, Coal, Zinc, Uranium, Tin etc. ♦ Open cast & Shaft method. ♦ Used for: Copper wires, coins, Cookers, Bullets, pipes, fridges etc. ♦ Employment, Revenue, Industrialisation, Towns develop etc. ♦ Fluctuation of prices, stiff competition, shortage of capital… ♦ Dar Es Salaam (Tz) ♦ Taxes, lack of privacy, loss of goods etc. ♦ Using neighbours sea ports etc	Answering questions	Chalkboard Illustrations.		
	IV			By the end of the lesson, learners should be able to: **a)** Locate DR Congo on the map of Africa. **b)** Name DR Congo's neighbours. **c)** Draw a map of DR Congo showing location	♦ Central African state, Belgian colony, Matadi- sea port ♦ Neighbours: CAR (N), Sudan (NE), Uganda, Burundi, Rwanda & Tanzania (E), Zambia (S), Angola(SW),Congo Brazzaville (W). ♦ Map in lesson notes.	Locating Zambia On The Map Of Africa	Chart Atlases	MK SST PPLS BK 7 PG 180-185	

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3	**V**		**DEMOCRATIC REPUBLIC OF CONGO**	By the end of the lesson, learners should be able to: a) Explain the relief of DR Congo. b) Explain DR Congo's climate. c) Mention the main cash crops of DR Congo. d) Explain what shifting cultivation is.	♦ Drained by R. Congo and its tributaries (Kasai & Ubangi). ♦ Carries more water to the ocean (Has many tributaries & flows through thick forests with heavy rainfall). ♦ Climate is hot & wet throughout the year. ♦ $^1/_3$ is forests. ♦ Cash crops: Rubber, coffee, cotton, palm oil, sisal etc	Discussion	Chalkboard Illustrations		
	VI			By the end of the lesson, learners should be able to: a) Mention the main minerals of DR Congo. b) Mention the problems facing the mining industry in DRC. c) Name the power station s of DR Congo. d) Mention other seaports used by DR Congo.	♦ **Minerals:** Diamonds (Mbuyi mayi, Tshikapa), Copper (Katanga), gold, cobalt, uranium, tin, lead, zinc, oil etc. ♦ Collapse of mines, smuggling minerals… ♦ Road & Railway poor because many rivers, thick forests, soggy, marshy.				
	I		**RWANDA**	By the end of the lesson, learners should be able to: a) Locate Rwanda on the map of Africa. b) Mention the neighbours of Rwanda. c) Describe the relief of Rwanda. d) Draw a map of Rwanda showing position.	♦ In Central Africa. ♦ Uganda (N), Tz (E), Burundi(S), DRC (W). ♦ Former colony of Germany (Belgium's mandate) ♦ High plateau, L. Kivu. ♦ R. Kagera flows through.	Locating Rwanda On The Map Of Africa. Drawing the map of Rwanda	Atlases MK ppls Books Chart	MK SST PPLS BK 7 PG 209-211	

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4	**II**			By the end of the lesson, learners should be able to: a) Mention the neighbours of Rwanda. b) Describe Rwanda's vegetation. c) Mention the main peoples of Rwanda. d) Explain the economic activities carried out in Rwanda e) Outline problems faced by Rwanda	♦ Tropical climate, Savannah mainly, densely populated. ♦ Has hutu, Tutsi & Twa. ♦ Carry out subsistance farming ♦ Arabica coffee, tea. ♦ Landlocked, mountainous, affected by civil war.	Discussion			
	III		**BURUNDI**	By the end of the lesson, learners should be able to: a) Locate Burundi on the map of Africa. **b)** Draw a map of Burundi showing position. **c)** Explain the economic activities of Burundi. **d)** Outline problems hindering development in Burundi.	♦ Location: Central Africa, Rwanda (N), Tanzania (E & S), DRC (W). (map) ♦ Has small rivers. ♦ Agriculture- main activity. ♦ Problems: Civil wars , soil erosion, low life expectancy, high crime rate, AIDS, overpopulation.			MK SST PPLS BK 7 PG 212-214	

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4	**IV**		**SOMALIA**	By the end of the lesson, learners should be able to: a) Locate Somalia on the map of Africa. b) Draw a map of Somalia showing location. c) Describe the climate of Somalia. d) Explain the main economic activities of Somalia.	♦ Found in the horn of Africa ♦ Not landlocked ♦ Semi-arid, poor vegetation & high temperature. ♦ Keep sheep, goats & cattle. ♦ Hit by famine & civil war. ♦ People resettled, changed to mixed farming, fishing villages set up.	Answering Questions Locating Somalia on the map of Africa Drawing the map of Somalia.	Atlases MK Text books Chalkboard illustrations	MK SST PPLS BK 7 PG 229-231	
	V		**REPUBLIC OF SOUTH AFRICA**	By the end of the lesson, learners should be able to: a) Mention the first Europeans to come to S. Africa. b) Describe Vasco Da Gama's journey. c) Explain why the Dutch settled in S. Africa. d) Give reasons for the Great Trek. e) Outline results of the Great Trek.	♦ Portuguese- first Europeans in S. Africa. ♦ Vasco Da Gama's journey (1497-1499) to India for spices. ♦ Dutch settled to grow vegetables ♦ Conflict with the British caused the Great Trek. ♦ Results: Discovery of diamonds & gold ♦ Formation of states, Afrikaans, Coloureds..	Answering questions		MK SST PPLS BK 7 PG 160-170	
	VI			By the end of the lesson, learners should be able to: a) Locate S. Africa on the map of Africa. b) Mention the provinces of S. Africa. c) Draw a map of S. Africa showing location.	♦ Found in the Southern tip of Africa. ♦ Natal, Transvaal, Orange free state, Gauteng, N, E, W cape, Mpulalanga… ♦ Map in notes.	Locating S. Africa on the map of Africa Drawing the map of S. Africa			

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5	**I**	**AFRICA' S ECONOMC DEVELOPMENTS**	**REPUBLIC OF SOUTH AFRICA**	By the end of the lesson, learners should be able to: a) Describe the relief of S. Africa. b) Identify the climates experienced in S. Africa c) Identify the peoples of S. Africa	♦ Relief mainly plateau, not landlocked as it borders Indian & Atlantic oceans. ♦ Main rivers are Orange & Limpopo ♦ Climate: Desert, temperate and Mediterranean. ♦ $^2/_3$ are Bantu, original inhabitants are Bushmen & Hottentonts. ♦ Intermarriages- coloureds.	Answering questions	Atlases Chalkboard illustrations	MK SST PPLS BK 7 PG 117-122	
	II & III			By the end of the lesson, learners should be able to: a) Mention the main economic activity in S. Africa b) Mention the main minerals of S. Africa. c) Name the gold and diamond mining areas in S. Africa. d) Draw a map of S. Africa showing minerals.	♦ Mining- main activity. ♦ Minerals: Gold (Rand), diamonds (Kimberly), copper (Transvaal), iron Thabasimbi), tin, coal, Zinc, limestone etc. ♦ Map of S. Africa on a chart	Drawing the map of S. Africa	Chart Atlases MK ppls books		

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5	**IV**	**AFRICA' S ECONOMC DEVELOPMENTS**	**REPUBLIC OF SOUTH AFRICA**	By the end of the lesson, learners should be able to: a) Outline the importance of mining to S. Africa **b)** Outline the factors that have favoured the development of mining in S. Africa **c)** Mention some negative effects of mining to S. Africa	-Foreign exchange, jobs, funds developmental projects, raised standards of living. -Factors: Capital, large deposits, market, HEP, transport, labour etc -Effects: pollution, overpopulation, climatic changes, reduced farmland.etc	Answering questions	Chalkboard illustrations	MK SST PPLS BK 7 PG 117-122	
	V			By the end of the lesson, learners should be able to: a) Mention the main crops of S. Africa **b)** Identify animals kept in S. Africa and their importance. **c)** Mention the sea ports of S. Africa	-Maize- maize triangle (temperate climate), citrus fruits- cape (Med climate), sugar cane- Natal. -Cattle keeping- Temperate climate. -Merino sheep- wool, Karakul- hides, Afrikandar- meat, Angora goat-mohair. -Ports: Cape town, Durban, port Elizabeth, East London				
	VI		**GHANA**	By the end of the lesson, learners should be able to: a) Outline the brief history of Ghana. **b)** Describe the location of Ghana, mentioning her neighbours. **c)** Draw a map of Ghana showing position	**-**Oldest kingdom in W. Africa, called Gold Coast due to large gold deposits. -Kwame Nkrumah led Ghana to independence -Crossed by Greenwich / Prime Meridian. Map of Ghana in notes.	Locating S. Africa on the map of Africa. Drawing the map of S. Africa.	Atlases Chart Wall map MK text books	MK SST PPLS BK 7 PG 186-193	

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6	**I**	**AFRICA' S ECONOMC DEVELOPMENTS**	**PHYSICAL FEATURES OF GHANA**	By the end of the lesson, learners should be able to: a) Mention the physical features of Ghana. **b)** Explain what a lagoon is. **c)** Draw a map of Ghana showing physical features.	♦ Covered by plateau i.e. N & NW plateau. ♦ R. Volta, L. Volta, Keta lagoon, Atlantic ocean. ♦ A lagoon is a body of seawater separated by sand and silt. ♦ Map in lesson notes.	Drawing the map of Ghana	Map MK Text books	MK SST PPLS BK 7 PG 186- 193	
	II		**VEGETATION CLIMATE AND THE PEOPLE OF GHANA**	By the end of the lesson, learners should be able to: a) Describe the climate of Ghana. **b)** Mention the major vegetation types in Ghana. **c)** Discuss the composition of the population of Ghana.	**-**South is hot and wet throughout i.e. equatorial, North has Tropical. -Vegetation: Savannah, Tropical rainforests, Mangrove forests. -Population size is like that of Uganda. -People are: Ewe, Fante, Asante, Akwapim etc Moso people are Christians with few Muslims.	Answering Questions Discussion	Chalkboard illustrations		
	III		**COCOA GROWING IN GHANA**	By the end of the lesson, learners should be able to: a) Explain how cocoa came to Ghana. **b)** Mention the chief cocoa growing area in Ghana. **c)** State what Ghana depends on. **d)** Mention the main cash crop of Ghana. **e)** Explain how cocoa is grown in Ghana.	**-**Introduced to Ghana in 1879 by Tetteh Quarshie -Kumasi- chief cocoa growing area. -Depends on agriculture. -Cocoa growing: Nursery, transplanted, matures 5-7 years, pods grow from trunk & branches, yellowish orange when ripe, harvesting starts.				

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6	**IV**	**AFRICA' S ECONOMC DEVELOPMENTS**	**COCOA GROWING IN GHANA**	By the end of the lesson, learners should be able to: a) Outline the conditions that favour cocoa growing. **b)** Draw a map of Ghana showing cocoa growing.	♦ **Cocoa needs:** well-drained porous fertile soils, high temperature, heavy rainfall, high humidity, proper pruning, shelter from strong winds and sunshine. ♦ Map in lesson notes	Answering Questions Drawing the map of Ghana	Chalkboard illustrations Map MK Text books	MK SST PPLS BK 7 PG 186-193	
	V & VI			By the end of the lesson, learners should be able to: a) Explain the steps in harvesting and growing of cocoa. b) Mention Ghana's seaports. **c)** State the uses of cocoa. **d)** Identify problems facing cocoa farmers in Ghana. **e)** Name the countries that buy Ghana's cocoa. **f)** Identify other cocoa growing countries in Africa. **g)** Mention other crops grown in Ghana	**-Harvesting:** Pods cut off, split open, beans scooped off, fermented to remove slimy substance and give it flavour, dry beans taken to buying centers for export. **-Ports:** Takoradi (chief), Tema, Accra -Britain, Germany and USA buy Ghana's cocoa. -**Cocoa is for making** chocolate bars, butter, cocoa powder, sweets, cakes, employment **-Problems:** Diseases, poor transport, shortage of inputs, hazards e.g. bush fires, drought, price fluctuation etc -Cote D' Ivoire, Cameroon and Nigeria also grow cocoa. -**Other crops:** Maize, cassava, sorghum, cocoa yams, sweet potatoes, rice, yams, plantains etc	Explaining steps in cocoa processing Stating the uses of cocoa.	Cocoa fruits Cocoa powder Chocolates.		

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7	**I & II**	**AFRICA' S ECONOMC DEVELOPMENTS**	**MULTI PURPOSE RIVER PROJECTS IN GHANA**	By the end of the lesson, learners should be able to: a) Explain why multi-purpose river projects are called so. b) Mention the dam that provides Ghana with HEP. c) State countries that import Ghana's HEP. d) Outline the advantages of the Akosombo dam. e) Suggest problems caused by the Akosombo dam. f) Explain factors that favour the construction of multi-purpose river projects. g) Discuss transport in Ghana h) Mention the main minerals of Ghana.	-Called multi purpose because they serve many purposes. -Akosombo dam generates HEP. -Exports HEP to Togo & Benin. -Advantages: HEP, irrigation, water for industries, employment, control floods, formed L. Volta for fishing, transport, tourism, recreation etc -Problems: Expensive to construct, displacement of people, lake occupied land, destroyed infrastructure etc -Factors: strong flow of water, strong rocks, narrow steep sided gorge, market for HEP. -Has sea ports, uses roads but are affected by heavy rains.	Discussion Writing notes	Chalkboard Illustrations Atlases MK Text books	MK SST PPLS BK 7 PG 186-193	
	III		**GHANA IN RELATION TO UGANDA**	By the end of the lesson, learners should be able to: a) Give the similarities between Uganda and Ghana. b) State the differences between Uganda and Ghana.	**Similarities:** Both were colonised by the British, had kingdoms, depend on agriculture, Use English as official language, grow cocoa, have equivalent size and population. -**Differences:** Uganda is in E. Africa while Ghana is in W. Africa, Uganda is landlocked- Ghana isn't etc				

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7	**IV**	**AFRICA' S ECONOMC DEVELOPMENTS**	**LOCATION, CLIMATE VEGETATION AND PEOPLE OF NIGERIA**	By the end of the lesson, learners should be able to: a) Outline a brief history of Nigeria. b) Locate Nigeria on the map of Africa. c) Name the neighbours of Nigeria. d) Draw a map of Nigeria showing Location. e) Describe the climate and vegetation of Nigeria. f) Identify the main peoples of Nigeria.	**-**Former colony of Britain, biggest population in Africa, not landlocked, found in W. Africa. -Neighbours shown on the map. -Equatorial (S), Tropical (N). Peoples: Ibo, Yoruba, Nupe, Hausa, Fulani (nomadic)	Drawing the map of Nigeria Answering Questions.	Map Atlases MK Text books	MK SST PPLS BK 7 PG 125-128	
	V & VI		**OIL MINING IN NIGERIA**	By the end of the lesson, learners should be able to: a) Mention the main minerals of Nigeria. b) Explain how oil was formed. c) Mention the products of oil. d) Mention the countries that buy Nigeria's oil. e) Name other oil producers in Africa. f) Mention some African members of OPEC. g) Outline the objectives of OPEC.	**-**Mining i.e. oil, others are gold, coal, salt, tin, lead -Formed between layers of rocks beneath the earth by dead plants and animals. -Drilled using derricks, transported using pipelines, refined with fractionating column. -Refined at Wari, Kaduna & Port Harcourt. -Products: Gasoline, diesel, kerosene, drugs, fertilizers etc -Importers: USA, France, Italy, UK, Netherlands. -Libya, Algeria, Egypt, Angola, Gabon, Morocco OPEC- Nigeria, Libya, Algeria, OPEC: Unites member states, Co odinates for better oil production, regulates oil prices etc	Discussion			

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8	**I**	**AFRICA' S ECONOMC DEVELOPMENTS**	**OIL MINING IN NIGERIA**	By the end of the lesson, learners should be able to: a) Outline the positive effects of oil mining to Nigeria. b) Mention the negative effects of oil mining to Nigeria. c) Mention some oil companies in Uganda. d) State the importance of Kainji dam.	**-Oil is:** Foreign exchange earner, employment, social services, and primary education. Etc -Oil mining has attracted foreign workers, pollution, fires from pipeline bursts etc -Shell, Caltex, Petro, Total, Kobil, Agip etc. -Kainji dam provides HEP, employment, lake for fishing, transport, tourism etc	Answering Questions. Drawing the map of Nigeria showing oil mining.	Chalkboard Illustrations Atlases MK Text books Map	MK SST PPLS BK 7 PG 194-203	
	II & III		**CROP FARMING IN NIGERIA**	By the end of the lesson, learners should be able to: a) Identify the main cash crops of Nigeria. b) Explain how palm oil is grown. c) State the importance of palm oil. d) Suggest problems facing palm oil growing. e) State the importance of Rubber. f) Explain the importance of cattle to the Fulani. g) Mention the differences between Nigeria and Uganda.	**-Cash crops:** oil, rubber, cocoa, G.nuts… -Palm oil requires heavy rainfall, sandy acidic well drained soils, bunches of fruit are cut off by the farmer … -Used for making margarine, candles, palm wine etc -Problems: Harvesting needs labour, pests and diseases, fire outbreaks, poor transport wasteful means of processing … -Rubber provides latex for making tyres etc. -Fulani – nomadic pastoralists, keep cattle for prestige, bride price.. Differences: Nigeria is in W. Africa whereas Uganda is in E. Africa, Uganda is landlocked whereas Nigeria is not…				

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8	**IV**		**LOCATION OF LIBYA**	By the end of the lesson, learners should be able to: a) Outline Libya's brief history. b) Locate Libya on the map of Africa. c) Draw a map of Libya showing position.	Libya is a former colony of Italy, is an Islamic state, capital is Tripoli, No natural rivers and lakes except, man-made river. -Map showing location (neighbours) is in lesson notes	Drawing the map Locating Libya	Map Atlases MK PPLS BK 7	MK SST PPLS BK 7 PG 204-208	
	V & VI		**CLIMATE PEOPLE AND ECONOMIC ACTIVITIES IN LIBYA**	By the end of the lesson, learners should be able to: a) Mention the climates experienced in Libya. b) Identify the people if Libya. c) Explain why Libya's oil is more marketable than hat of Nigeria. d) Discuss the benefits of oil mining to Libya. e) State Libya's main seaports. f) Suggest problems faced by Libya.	**Climate:** Desert 99%, Mediterranean (citrus fruits) 1%, life in desert is possible in oases, camels for transport in the desert, people are mainly Muslim Arabs. -Tuaregs- nomads in the Sahara who keep sheep goats, camels etc. -Libya depends on oil only, exported to USA, France, Italy UK etc. -Has better quality oil and is nearer Europe i.e. market. -Benefits: Foreign exchange, infrastructure, employment, cheap fuel, social services, etc. -Seaports: Tripoli, Es Sidor, Benghazi, Beida etc. Libya's problems: Linked to terrorism, world is unhappy with the Sharia rule etc	Discussion			

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9	**I & II**	**AFRICA' S ECONOMC DEVELOPMENTS**	**OTHER ECONOMIC ACTIVITIES IN LIBYA**	By the end of the lesson, learners should be able to: a) Explain problems caused by oil mining in Libya. b) Mention some fossil fuels in Africa. c) Explain the main tourist attractions in Libya. d) Give reasons why most people in Libya live along the coast in the North. e) Suggest similarities between Libya and Uganda. f) Outline the differences between Libya and Uganda.	**-Problems:** Has attracted many foreign workers, expensive to extract oil, agric sector neglected, polluion etc. -Fossil fuels: Coal, petroleum, natural gas. -Tourism: Man-made river, desert, oases, camels, Mediterranean climate etc. -Live in the north for: Trade, fishing, employment, favourable climate, better social services etc. -No similarities. -Differences: Uganda is in E. Africa whereas Libya is in N Africa, Uganda is landlocked whereas Libya is not, Libya mines oil whereas Uganda doesn't, Uganda has a higher population than Libya.	Answering Questions.	Chalkboard Illustrations	MK SST PPLS BK 7 PG 140-142	
	II I		**THE NILE VALLEY COUNTRIES**	By the end of the lesson, learners should be able to: a) Name the countries that form the Nile valley. b) State the activities carried out in the Nile valley. c) Name the main cash crops of the Nile Valley d) Explain why the Nile valley carries a constant volume of water to the sea.	-Nile Valley: Uganda, Sudan, Egypt, Ethiopia. -Activities: Fishing, tourism, tourism, mining, industrialisation and crop farming. -Main cash crop- cotton -White Nile begins from Nimule, is full of sudds, Janglei canal was constructed to avoid suds. -Nile carries constant volume because the source is in an area that receives heavy rainfall throughout.			MK SST PPLS BK 7 PG 215	

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9	**IV**	**AFRICA' S ECONOMC DEVELOPMENTS**	**LOCATION OF EGYPT**	By the end of the lesson, learners should be able to: a) Outline the brief history of Egypt. b) Name the neighbours of Egypt. c) Locate Egypt showing location.	**-**Civilisation in Africa started in Egypt along the Nile Valley, first people to make a calendar by studying the sun, moon and stars, used shadoof for irrigation, colonised by Britain, got independence in 1922. -Neighbours (map)	Drawing the map of Egypt. Locating the map of Egypt.	Map Atlases MK PPLS BK 7	MK SST PPLS BK 7 PG 216-221	
	V		**CLIMATE NEGETATION AND FARMING IN EGYPT**	By the end of the lesson, learners should be able to: a) Mention the major climate of Egypt b) Identify places where vegetation is found in Egypt. c) Name the leading cash crop in Egypt. d) Explain why farm yields are high in Egypt.	-Desert climate 96%. -Vegetation in Nile Valley, Delta & oases. -Crops: Cotton, maize, sugar canes, tomatoes, barley, citrus fruits etc. -Cotton- leading cash crop. -High yields: irrigation, reclamation of land, use of fertilizers, mechanisation etc.	Answering Questions. Making notes	Chalkboard Illustrations Atlases MK PPLS BK 7		
	VI		**POWER PRODUCTION IN EGYPT**	By the end of the lesson, learners should be able to: a) Mention the dam that provides Egypt with power. b) Give reasons for the construction of the Aswan High dam. c) State the advantages of the Aswan High dam. d) Outline the disadvantages of the Aswan High dam.	**-**Aswan High dam provides HEP. -Reasons: Generate HEP to control floods, provide water for irrigation etc -Advs: A lot of land is irrigated, multi-cropping, land reclamation, HEP generation etc. -Disadvs: No more fertile silt, fishing affected, people displaced etc				

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10	**I & II**	**AFRICA' S ECONOMC DEVELOPMENTS**	**MINING IN EGYPT**	By the end of the lesson, learners should be able to: a) Mention the main minerals of Egypt. b) State where oil is mined in Egypt. c) Explain the importance of mining to Egypt. d) Name the most industrialised towns in Egypt. e) Explain the economic importance of Egypt's big population. f) Mention some industrial products in Egypt. g) Explain the factors that led to the industrial expansion in Egypt. h) Discuss transport in Egypt.	**-**Oil is chief mineral, mined in the gulf of Suez. **Minerals:** Oil, salt, tin, natural gas, uranium and phosphates etc. -**Mining:** Creates employment, Provides raw materials, earns foreign exchange, Egypt is 2nd industrialised nation after S. Africa, and industrial towns are Cairo Alexandria and Port Said. -Big population provides labour and market. -Products: Textiles, sugar, steel, fertilizers, cement, vehicles, TVs -Factors: Supply of HEP Aswan dam, oil, large population, gov't policy, availability of raw materials etc. -Transport: railway, water, air, ports are Port Said, Alexandria and Suez.	Answering Questions. Making notes	Chalkboard Illustrations	MK SST PPLS BK 7 PG 216-224	
	III		**LOCATION OF SUDAN**	By the end of the lesson, learners should be able to: a) Outline the brief history of Sudan. b) Locate Sudan on the map of Africa. c) Draw a map of Sudan showing location.	**-**Colonised by Anglo-Egyptians, got independence in 1956, ruled by Sharia. -Map of Sudan showing position in lesson notes.	Drawing the map of Sudan	Map Atlases MK PPLS BK 7	MK SST PPLS BK 7 PG 222-225	

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1 0	**IV**	**AFRICA' S ECONOMC DEVELOPMENTS**	**RELIEF CLIMATE TRANSPORT AND FARMING IN SUDAN**	By the end of the lesson, learners should be able to: a) Discuss the relief and climate of Sudan. b) Explain how farming is carried out in Sudan. c) Mention the main crops grown in Sudan.	**-**Lies on a plateau, R. Nile and its tributaries flow through it, White Nile covered by Sudds, Janglei canal constructed. -Farming is by irrigation -Main crops are cotton, G. nuts, wheat, sugar canes, gum Arabic etc.	Answering Questions. Making notes	Chalkboard Illustrations	MK SST PPLS BK 7 PG 222-225	
	V & VI		**IRRIGATION** **FARMING IN SUDAN**	By the end of the lesson, learners should be able to: a) Mention the irrigation schemes in Sudan and crops grown in each. b) State the factors that helped to start the Gezira. c) Explain why it was not easy to start the Gezira. d) Explain the roles played by the board and the tenants. e) Outline the problems of the Gezira. f) Explain the advantages of irrigation. g) Draw a map of Sudan showing irrigation schemes.	**-**Gezira- cotton, Kenana- sugar canes, rahad- wheat, Managil- ground nuts. -Factors: Water from the sennar and roseires dams, sloppy area, no silt, flat area for machines to be used. -Was difficult to get water from the Nile, no labour etc. -Roles: Board gives seeds, fertilizers, collects and sells crop, distributes money. -Tenants plant, weed and harvest etc Problems: pests, diseases, fluctuation of cotton prices, expensive maintenance. - Crops are grown all year round using irrigation.	Drawing the map of Sudan showing irrigation schemes. Answering questions Making notes	Map Atlases MK PPLS BK 7		

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11	**I**		**LOCATION OF ETHIOPIA**	By the end of the lesson, learners should be able to: a) Explain briefly the history of Ethiopia. b) Give reasons why Ethiopia was not colonised. c) Draw a map of Ethiopia showing position.	-Ethiopia was not colonised because it had a strong army, united people, strong rulers and it was mountainous. -Located in the horn of Africa. -Map showing location.	Drawing the map Locating Ethiopia.	Map Atlases MK textbooks.	MK SST PPLS BK 7 PG 226-228	
	II		**CLIMATE RELIEF AND FARMING IN ETHIOPIA**	By the end of the lesson, learners should be able to: a) Explain the climate and relief of Ethiopia. b) Explain why there is poor road and railway net work in Ethiopia. c) Mention the main crops of Ethiopia. d) Outline problems of farmers in Ethiopia.	-Ethiopia -mountainous, tributaries of the Nile start from Ethiopia. -Has poor transport as it's mountainous, has thick forests, water logged valleys. -Agricultural country, keep cattle, goats, sheep and donkeys. -Grow coffee, wheat barley etc -Lack of market, mountainous terrain, strong soil erosion etc	Answering questions Making notes	Chalkboard Illustrations		
	III		**TRANSPORT AND COMMUNICATION IN AFRICA**	By the end of the lesson, learners should be able to: a) Mention the means of transport in Africa. b) State the types of transport in Africa. c) Explain problems in transport faced by landlocked countries. d) Suggest ways by which landlocked countries can solve their problems. e) Explain the roles of transport and communication.	**-Means:** **-Types:** **Problems:** Delay of goods, taxes, lack of privacy, etc. -**Solutions:** Using neighbours's seaports, air transport etc. -**Roles:** Carry people, goods, farm produce, exports, etc.			MK SST PPLS BK 7 PG 156-162	

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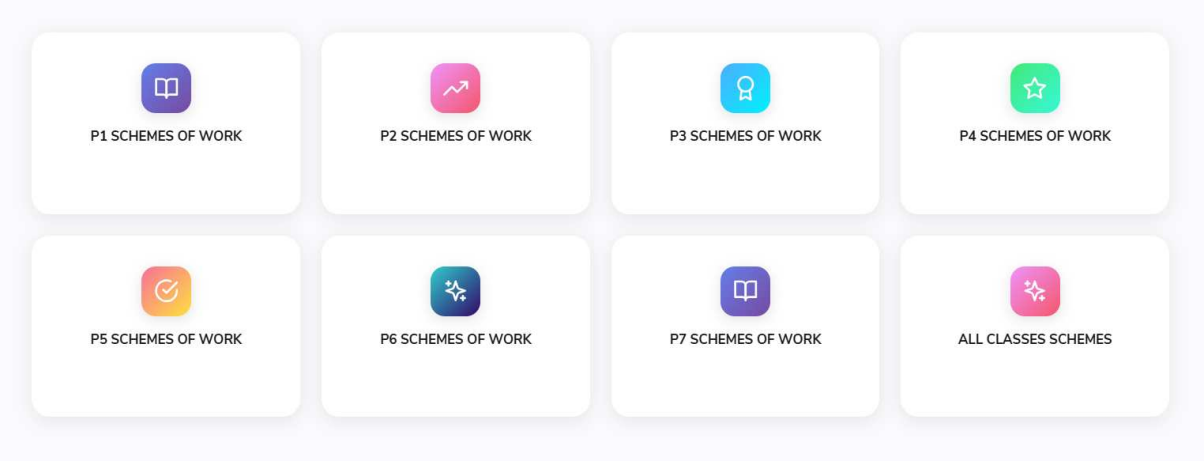
11	IV		**PROBLEMS HINDERING DEV'T IN AFRICA**	By the end of the lesson, learners should be able to: a) Outline problems hindering development in Africa.	♦ **Challenges:** Illiteracy, foreign debt, civil wars, refugees, low life expectancy, biting poverty, poor transport & communication and rampant diseases etc.	Answering questions Making notes	Chalkboard Illustrations	MK SST PPLS BK 7 PG 164-173	
	V		**INDICATORS OF DEV'T AND UNDERDEV'T**	By the end of the lesson, learners should be able to: a) Outline the indicators of development in a country. b) Mention the indicators of underdevelopment in a country. c) Compare the rich and poor countries.	**-Indicators of dev't:** Heavy industrialization, long life expectancy, good social services, political stability, increased income per capita, wide spread urbanisation etc -**Indicators of underdev't:** Biting poverty, corruption, rampant diseases, poor leadership, illiteracy, poor infrastructure. -Dev't use technology-underdev't use manual labour, employment – unemployment etc				
	VI		**AFRICA'S WAY FORWARD**	By the end of the lesson, learners should be able to: a) Suggest ways in which Africa can solve her problems.	**-Way forward:** Promoting good governance, modernising agriculture & infrastructure promoting unity, education and improving life expectancy.				

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