


## SOCIAL STUDIES SCHEME OF WORK PRIMARY SEVEN TERM TWO

***LEARNING OUTCOMES:***

1. *The learner demonstrates and promotes positive values and social practices in the society, and shows respect for his/her own and their cultures.*
2. *i) The learner appreciates the importance of interdependence of nations and continents.*
   *ii) Learner demonstrates the uses of maps, reading skills, interpretation and analysis to collect information.*
3. *The learner demonstrates knowledge and appreciates the rights of an individual, society and collective responsibility in building social justice and political order.*
4. *Learner appreciates the value of interdependence, what happened after independence and the importance of co-operation among states.*

| WK | PD | THEME | TOPIC | SUB TOPIC | CONTENT | COMPETENCES | | METHODS/TECHNIQUES | ACTIVITY | INDICATORS OF LIFESKILLS & VALUES | T/L AIDS | REF | REM |
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| | | | | | | SUBJCET | LANGUAGE | | | | | | |
| 1 | 1 & 2 | LIVING TOGETHER IN | NATIONALISM AND THE ROAD TO INDEPE | NATIONALISM | -Meaning of Pan-Africanism, Pan Africanist, Nationalism, Nationalists, Patriotism<br>-The work of Pan-Africanists and nationalists | The learner,<br>*Discusses Pan Africanism and nationalism<br>*Explains the work of Pan-Africanists | The learner, Correctly uses the following words related to the topic<br>*Nationalism | - Explanation<br>- Discussion | Discussing the meaning of Pan Africanism, Pan Africanists, | Effective communication<br>Self awareness<br>Self esteem | Chalk board illustration | Curriculum teacher guide pg 497 | |

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| | | AFRICA | NDENCE OF AFRICA | | -African countries that weren't colonised<br>-Reasons for maintaining their independence | *Identifies the countries that were not colonised in Africa.<br>*Discusses reasons why that weren't colonised. | *Pan-Africanism<br>*Patriotism<br>*Independence<br>*Freedom<br>*Detention | | nationalist, nationalism | Forgiving others<br>Assertiveness | | | |
| | **3 & 4** | | | | -The origin of Pan-Africanism in USA.<br>-Earliest leaders of Pan-Africanism e.g.<br>*Booker Washington<br>*J.E.K Aggrey<br>*Dr. William Dubois e.t.c<br>-Reasons why Africans demanded for their independence.<br>-Personalities that fought for independence and their home countries<br>-The Road to independence of some African countries<br>-Methods used in the struggle for their independence | The learner,<br>-Identifies the personalities who fought for Africa's independence and Pan Africanism<br>-Discusses the reason why Africans wanted independence<br>-Identifies the leading nationalist who fought for independence<br>-Discusses the methods used to gain independence. | The learner correctly uses these words<br>*Resources<br>*Discrimination<br>*Oppression<br>*Equality<br>*Dignity<br>*Freedom | Discussion<br><br>Explanation | Stating reasons why Africans wanted independence<br>-Drawing a map of Africa showing African independent states and their former colonial masters. | Fluency<br>Audibility<br>Talking about one's self<br>Being open | Chalk board illustration | MK SST Bk.7 and Trs Guide BK.7 pr 196-198 | |
| | **5 & 6** | | | | Apartheid Policy.<br>-Definition of apartheid policy<br>-Ways in which apartheid was promoted<br>-Reactions towards apartheid policy by Africans<br>-World's disproval about apartheid policy | The learner's<br>-Define apartheid<br>-identifies the personalities who fought apartheid policy<br>-mentions the homelands for the Blacks in South Africa | The learner uses these words<br>-Apartheid<br>-Races<br>-Racial<br>-Discriminate<br>-segregation | Question and answer Discussion<br><br>Explanation | Listing the example of Bantu stans | Fluency<br>Being open<br>Expressing our point of view<br>Talking about self. | Chalk board illustration | MK SST Bk.7 pg 96-98 | |

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| | **7 & 8** | | | | -Problems Pan-Africanists & nationalists faced in the struggle for independence<br>-Multi-party system and its definition<br>-Advantages and disadvantages of the multi-party system<br>-single party system<br>-Advantages and disadvantages of single party system. | The learner,<br>-Discusses the advantages and disadvantages of multi party system and single party system | The learner correctly uses these words.<br>*Political party<br>*Multi-party<br>*Single Party<br>*delegation<br>*Hierachy<br>*leadership<br>*corruption<br>*Dictatorship<br>*petition e.t.c | Explanation<br><br>Discussion | Discussing the advantaged of multi-party system and single party system | Confidence<br>Working in groups acceptance | Chalkboard illustration | Mk SST Bk.7 pg 196-198 | |
| **2** | **1 & 2** | | POST INDEPENDENCE AFRICA | ORGANISATION OOF AFRICAN UNITY (o.a.u) | -Formation of O.A.U<br>-Why it was formed<br>-Objectives of OAU<br>-Achievements failures (problems) that OAU faced<br>-solutions of the OAU<br>-Founder members of OAU and states<br>-Organs of the OAU and their function.<br>-Prospects of the OAU | The learner;<br>Explains why OAU was formed<br>-Identifies the founder members of OAU<br>-Lists the organs of OAU | The learner correctly uses these words correctly.<br>-Unity<br>-Founder<br>-challenge<br>-objective<br>-Failure<br>The learners uses the words correctly like Apartheid , funds, policy, dependence | Explanation<br><br>Discussion | Discussing why OAU was formed, its founder members and objective.<br><br>Describing the organs of O.A.U<br>-Listing the founder members of OAU | Logical flow of ideas<br>Verbal Negotiating sharing | -do- | Mk SST Bk.7 pg 101<br><br>New Fountain Bk.7 pg 130 | |
| | **3 & 4** | | | AFRICAN UNION (A.U.) | -Formation of AU<br>-Founder members of AU<br>-Reasons why it was formed<br><br>-Major organs of the AU<br>-Functions of the AU organs | The learner;<br>-Identifies the founder members of AU.<br>-Identifies reasons why AU was formed<br>-Identifies the organs of AU<br>-mentions the chairperson of AU | The learner uses these words e.g.<br>*Form<br>*member<br><br>*organs<br>*future<br>*co-operation | -Discussion<br>-Inquiry<br>-Explanation | -Listing the Founder members of A.U<br><br>-Naming the organs of AU | Articulation<br>Concern<br>Evaluating<br>Accuracy | Text books | New Fountain SST Bk. 7 pg133-134<br><br>New Fountai | |

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| | | | | | -Future prospects of the AU<br>-Factors hindering co-operation in Africa. | | *working together | | -Listing the factors hindering co-operation in Africa | | Text books | n SST Bk.7 pg 137 | |
| | **5 & 6** | | POST INDEPENDENCE AFRICA | REGIONAL BODIES IN AFRICA | -Definition of Regional Economic grouping.<br>-Examples of the regional bodies e.g.<br>*COMESA<br>*ECOWAS<br>*SADC e.t.c.<br>-State another word for Regional economic grouping.<br>-General objectives of the Regional bodies<br>-Advantages and disadvantages of co-operation | The learner;<br>-lists down the examples of the regional bodies<br>-Defines regional bodies | The learner correctly uses these words<br>*market<br>*community<br>*co-operation<br>*Development | -Practice and Review<br><br>Discussion<br><br>Explanation | Listing the regional economic grouping in Africa | Confidence<br>Fluency<br>Working in groups using appropriate language | Chalk board illustration | Mk SST Bk.7 pg 108-109<br><br>New Fountain SST Bk.7 pg 138-140 | |
| | **7 & 8** | | | COMESA | -writing COMESA in full<br>-its former name<br>-The headquarters of COMESA<br>-Reasons why COMESA was set up<br>-The member states of COMESA<br>-Ways in which member states benefits from it.<br>-Identify the problems COMESA faces. | The learner;<br>-Identifies the member states of COMESA<br>-Tells the first name of COMESA<br>-states the reason why it was formed | The learner uses these words correctly<br>*market<br>*community<br>*co-operation | Discussion<br><br>Explanation | Drawing a map of Africa showing the member states of COMESA | Audibility<br>Taking decision<br>Sharing | Text books | New Fountain SST Bk.7 pg 138-140 | |
| **3** | **1 & 2** | | | SADC | -When it was formed<br>-Its first name<br>-Writing SADC in full<br>-Member states | The learner;<br>-tells the first name of SADC | The learner correctly uses these words<br>*market | Question and | Drawing the map of Africa showing the | Fluency<br>Confidence<br>Working in groups | Textbooks | New Fountain SST BK.7 | |

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| | | | | | -Reasons why it was formed<br>-Ways in which the member states have benefited from SADC<br>-Identify the problems it faces | -states the reasons why SADC was formed<br>-Identifies the member states of SADC | *community<br>*co-operation | answer<br><br>Explanation | member states of SADC. | | | pg 140-141 | |
| | **3 & 4** | | | ECOWAS | -Discuss when it was formed<br>-state its member states<br>-Its military wing<br>-State the aims of forming ECOWAS<br>-Identify the problems it faces | The learner;<br>-tells the year when ECOWAS was formed<br>-Lists down the member states of ECOWAS | The learner correctly uses these words e.g.<br>*market<br>*community<br>*co-operation | Discussion<br><br>Explanation | Drawing the map of Africa showing the member states of ECOWAS | Articulation<br>Using polite language<br>Evaluating | Text books | New Fountain SST Bk.7 pg 142-143 | |
| | **5 & 6** | | POST INDEPENDENCE IN AFRICA | REGIONAL BODIES IN AFRICA | E.A.C<br>-When it was formed<br>-Discuss when it was formed<br>-How it was called before<br>-services and departments run by the East African High commission<br>-Founder members of the EAC | The learner;<br>-Defines a common market<br>-states the reason for setting up the EAHC<br>-Tells the founder members of EAC | The learner uses the words correctly e.g.<br>*market<br>*community<br>*co-operation | Discussion<br><br>Explanation | Listing the services and departments of EAHC | Accuracy<br>Concern<br>Negotiation | Chalk board illustration | Mk SST Bk.6 pg 166-167 | |
| | **7 & 8** | | | | -Objectives for forming the EAC<br>-services provided by the EAC<br>-Problems (causes) for the collapse of the EAC.<br>-Heads-of state by the time the EAC collapsed<br>-East African Co-operation | The learner;<br>-states the reasons why the EAC was formed in 1967<br>-states the causes for the collapse of the EAC<br>-Tells ways in which Amin Dada contribute to its collapse. | The learner uses the words correctly e.g.<br>*community<br>*Market<br>*co-operation | -Practice and Review<br><br>-Discussion | Stating the causes for the collapse of the EAC | Fluency<br>Sharing<br>Acceptance | Chalk board illustration | MK SST BK.6 pg 169-170 | |

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| | | | | | -Discuss when it was revived & the Heads- of state that revived it. | | | Explanation | | | | | |
| **4** | **1 & 2** | | | | -Reasons for the revival of the EAC in 1994<br>-The area where its headquarters are found. K.B.O<br>-Discuss when it was formed.<br>-state the objectives for its formation<br>-Name the trading partners<br>-state the achievements of K.B.O<br>-Identifies the problems (failures) of K.B.O | The learner;<br>-states the reasons why the EAC was formed.<br>-Identifies the member states of K.B.O<br>-Mentions the achievements of K.B.O | The learner uses the words correctly e.g<br>*community<br>*market<br>*co-operation | Discussion<br><br>Explanation | Discussing the achievements of K.B.O | Confidence Responsibility Articulation | -do- | New Fountain SST Bk.7pg 145-146 | |
| | **3 & 4** | | POST INDEPENDENCE IN AFRICA | REGIONAL BODIES | -Advantages of regional bodies. e.g.<br>-They create friendship and unity among the member states<br>-They promote development<br>-They provide information to the member states e.t.c<br>Disadvantages (problems) facing regional bodies e.g.<br>*Lack of funds<br>*They are too large to manage<br>*Political instability e.t.c. | The learner;<br>-states the advantages of economic grouping<br>-suggest the problems affecting the regional economic groupings | The learner uses the words correctly e.g.<br>*community<br>*market<br>*co-operation | Discussion<br><br>Explanation | Suggesting the ways in which regional bodies are of importance to the member states | Confidence Sharing Audibility Using appropriate | Chalkboard illustration | New Fountain SST Bk.7 pg 147-148 | |
| | **5 & 6** | | ECONOMIC DEVELOPMEN | MAJOR ECONOMIC RESOU | -Definition of Resources<br>-Types of resources and their definition | The learner;<br>-Defines resources<br>*Natural resources | The learner correctly uses the following words | *practice and Review | Discussing the major resource of Africa | Meaningfulness Articulation Sharing | -do- | Mk SST Bk.7 pg 115 | |

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| | | | T IN AFRICA | RCES OF AFRICA | -Examples of resources in Africa | -Identifies the types of natural resources<br>-mention the examples of resources in Africa | -Resources<br>-natural resources | *Discussion<br>*Explanation | | Love<br>Care | | | |
| | **7 & 8** | | | | LAND- Types of land<br>-Uses of land to people<br>MINERALS- Definition of Minerals<br>-Types of minerals<br>-Examples of minerals<br>-Ways in which minerals are useful.<br>ANIMALS – Types of animals<br>-Examples of each type of animal<br>-Ways in which those animals are useful and dangerous<br>GRASSLAND-Types of grassland<br>-Uses of grasslands and forests<br>-Ways in which climate is useful<br>WATER- Used of water<br>-sources of water | The leaner;<br>-states the uses of land to people<br>-Lists down the examples of minerals and ways in which they are useful.<br>-Tells ways in which Animals are useful to people<br>-States the uses of grasslands to people | The learner correctly uses the following words e.g.<br>*Minerals<br>*Resources<br>*Grasslands<br>*natural resources | Practice and Review<br><br>Discussion<br><br>Explanation | Listing ways in which the resource are useful to people | Fluency<br>Responsibility<br>Working in groups | -do- | Mk SST Bk.7 pg 114-115 | |
| **5** | **1 & 2** | | ECONOMIC DEVELOPMENT IN AFRICA | | -Problems faced in the utilization of resources<br>-Ways of caring for our resources | The learner;<br>-discusses the problems faced in the utilization of resources<br>-Identifies the ways of caring for our natural resources | The learner uses correctly these words e.g.<br>*Resource<br>*natural resource | Discussion Question and answer | Discussing ways of caring for the resource | Fluency<br>Sharing<br>Audibility<br>Concern | Chalk board illustration | Mk SST Bk.7 pg 114 | |
| | **3 &** | | | MAJOR ECONO | <u>NIGERIA</u><br>-Its location in Africa | The learner; | The learner uses the | Question | Identifying the | Confidence<br>Sharing | Chalk board | MK SST | |

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| | **4** | | | MID DEVEL OPMEN T IN AFRICA | -People found in Nigeria<br>*neighbours of Nigeria<br>-Climate region in which it lies<br>*Farming<br>-crops grown in Nigeria e.g. Palm oil, cocoa, cotton, coffee, g.nuts<br>-Animals reared in N.Nigeria i.e cattle, sheep, goats (pastoralism)<br>Palm oil growing<br>*conditions necessary for Palm oil growing<br>*Ways in which it is harvested<br>*uses of Palm Oil<br>*Problems facing Palm oil growing in Nigeria | -identifies the major economic activities carried out in Nigeria.<br>-State the crops grown in Nigeria<br>-Identifies the tribe in Nigeria that carries our pastoralism<br>-states the uses of Palm oil. | words correctly e.g.<br>-Irrigation<br>-farming<br>-nomadism<br>-<br>Transhumance | and answe r<br><br>Expla nation | economic activities done in Nigeria | Negotiating | illustr ation | BK.7 pg 194-197 | |
| | **5 & 6** | | | | OIL DRILLING<br>-Machine used in drilling oil<br>-Formation of oil<br>-Explaining porous and non-porous rocks<br>-Areas in Nigera where oil is crilled from and how it is processed<br>-Definition of an oil refinery<br>-Products got from petroleum oil<br>-Processes & columns in which crude oil is heated.<br>-Trading partners of Nigeria | The learner;<br>-Discusses ways in which oil was formed<br>-Tells the area in Nigeria where most oil refineries are found<br>-Identifies the products got from oil | The learner correctly uses the words related e.g. Machine, porous, drilling, refinery, process | Discus sion<br><br>Expla nation | Describing ways in which oil was formed | Logical flow of ideas<br>Accuracy<br>Sharing | -do- | Mk SST Bk.7 pg 198-200 | |

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| | **7 & 8** | | ECONOMIC DEVELOPMENT IN AFRICA | MAJOR ECONOMIC DEVELOPMENTS IN AFRICA | <u>OPEC</u><br>-stating it in full<br>-member states of OPEC in Africa and outside Africa.<br>-Objectives for setting up OPEC<br>-Examples of the oil companies in Uganda<br>-Ways in which oil drilling is important to any country<br>-Ways in which oil mining (drilling) in Nigeria has contributed positively and negatively. | The learner;<br>-writes OPEC in full<br>-Identifies the member states of OPEC<br>-states the main objectives for setting up OPEC<br>-Tells ways in which oil drilling is important to a country | The learner correctly uses the following words e.g.<br>*company<br>*Drilling<br>*Industrialistion | Discussion<br><br>Discovery<br><br>Explanation | Listing the oil companies in Uganda | Articulation<br>Confidence<br>Sharing | Chalk board illustration | Mk SST Bk.7 pg 201 | |
| **6** | **1 & 2** | | | | <u>Industrialisation in Nigeria</u><br>-Definition of Industrialisation<br>-Types of industries<br>-Factors that are promoting industrialization in Nigeria<br>-Importance of industrialization<br>=> H.E.P project along R. Niger was started in 1957 and constructed a dam called Kainji Dam.<br>-Benefits of the Nigerians from the Dam<br>-similarities and differences between Nigeria and Uganda | The learner;<br>-defines industrialisation<br>-Identifies the factors that have promoted industrialisation in Nigeria<br>-States ways in which Kainji Dam has benefited the Nigerians | The leaner correctly uses these words e.g.<br>*industry<br>*Industrialisation<br>*Power<br>*Benefits | -Discovery<br><br>Inquiry<br><br>Explanation | Listing the factors that have promoted industrialisation | Verbal<br>Logical flow of ideas<br>Working in groups<br>Using appropriate language | Chalk board illustration | Mk SST Bk.7 pg 202 | |
| | **3 & 4** | | | | <u>LIBYA</u><br>-its location<br>-people found in Libya | The learner; | The learner correctly spells | -practice and | Drawing Libya's map | Audibility<br>Sharing | Textbooks | Mk SST Bk.7 pg | |

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| | | | | | -Neighbouring countries of Lbya<br>-Libya's economy<br>-other minerals mined in Libya e.g Salt, Natural gas, Potash<br>-Agriculture in Libya<br>-Libya's climate | -Identify the part of Africa where Libya is found.<br>-Tells the neighbouring countries of Libya<br>-compare Libya and Nigeria in terms of<br>*climate<br>*population<br>*Economy | the words e.g.<br>*Location<br>*economy<br>*minerals | Revie w<br><br>Discus sion<br><br>Expla nation | and its neighbours | Co-operation | | 204-205 | |
| | **5 & 6** | | ECONO MIC DEVEL OPMEN T IN AFRICA | MAJOR ECONO MIC DEVEL OPMEN T IN AFRICA | <u>OIL PRODUCTION IN LIBYA</u><br>-people who studies rocks<br>-Definition of:-<br>*oil fields<br>*off shore oil fields<br>*Crude oil<br>*Drilling<br>*Oil wells<br>-Ways of transporting oil from oil wells<br>-Terminal centres<br>-Reasons why Libya's oil was on high demand<br>-Trading partners of Libya<br>-Benefits of the Oil Industry in Libya<br>-Problems caused by the oil industry. | The learner;<br>-Tells the people who studies different rocks<br>-Defines these terms<br>*Drilling<br>*oil wells<br>*oil fields<br>-Tells ways in which oil is transported from oil wells to the refineries<br>-Identifies ways in which oil mining is important to any country | The learner correctly spells the words e.g.*Drilling<br>*oil wells<br>*fields<br>*Terminal centres | Questi on and answe r Discov ery Expla nation | Listing the benefits of the oil industry to the countries | Self awareness Taking decision Negotiating | Chalk board illustr ation | MK SST BK.7 pg 205-208 | |
| | **7 & 8** | | | | <u>GHANA</u><br>-its geographical location<br>-Neighbouring countries to Ghana<br>-People found in Ghana<br>-climate of Ghans<br>-crops grown in Ghana e.g. cocoa, maize, Palm | The learner;<br>-Identifies the geographical location of Ghana.<br>-Tells the people of Ghana<br>-Tell the climate experience in Ghana | The learner correctly spells the words e.g<br>*Location<br>*Neighbouring<br>*Agriculture | Practi ce and Revie w<br><br>Discus sion | Drawing the map of Ghana and show her neighbours | Finding different ways of doing things. Responding to questions appropriatel y | Text book s | Mk SST Nk.7 pg 186-187 | |

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| | | | | | oil, cotton, coffee, coco yams, millet e.t.c. | | | Explanation | | Confidence | | | |
| **7** | **1 & 2** | | | | COCOA GROWING IN GHANA<br>-People who introduced it in Ghana and where it was first grown.<br>-conditions necessary for cocoa growing<br>-Planting and harvesting of cocoa<br>-Districts in Uganda where cocoa is mainly grown.<br>-Fermentation, its definition and why it is done<br>-Uses of cocoa<br>-Problems facing cocoa growing in Ghana | The learner;<br>-Tells the conditions necessary for cocoa growing<br>-Tells how cocoa is planted<br>-lists the problems facing cocoa growing | The learner correctly uses the words e.g.<br>*condition<br>*Harvesting<br>*Fermentation<br>*cocoa | Discussion<br><br>Explanation | Listing the uses of cocoa<br>-Drawing the map showing the cocoa growing areas | Analysing statements<br>Logical reasons | Text books | MK SST Bk.7 pg 187-189 | |
| | **3 & 4** | | ECONOMIC DEVELOPMENT IN AFRICA | MAJOR ECONOMIC DEVELOPMENT IN AFRICA | Hydro Electric power production in Ghana<br>-Reasons why this power project was started<br>-Personality that started it.<br>-The river on which this project is located<br>-How important is the project<br>-Problems caused by the construction of the Akasombo dam.<br>-Factors that favoured the Akosombo dam Project. | The learner;<br>-identifies the dam used in generating H.E.P in Ghana<br>-Tells the river on which the dam is found<br>-Tells the problems caused by the construction of the dam | The learner correctly spells and uses the words e.g.<br>*Project<br>*Personality<br>*Da<br>*construction | -Discovery<br><br>Discussion<br><br>Explanation | Listing the factors that favoured the construction of Akosombo dam. | Logical reasoning<br>Audibility<br>Selecting & evaluating information | Chalk board illustration | MK SST BK.7 pg 191-192 | |

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| | **5 & 6** | | | | SUDAN<br>-Its location<br>-climate of South & North Sudan<br>-crops grown in Sudan i.e. North and South Sudan e.g. cotton , millet, Rice, sorghum e.t.c<br>-Animals reared e.g. Camels, sheep, goats, cattle e.t.c<br>Gezira Irrigation scheme<br>-Location of Gezira Irrigation Scheme<br>-Factors that favoured the scheme e.g.<br>*Gentle sloping land<br>*Soils with high clay content<br>*climate e.t.c<br>-Extension of the scheme. | The learner;<br>-Identifies the crops grown in the Gezira Irrigation scheme<br>-States the factors that favoured the location of the Gezira irrigation scheme | The learner correctly uses the words e.g.<br>*Location<br>*scheme<br>*Agriculture | -Discovery<br>-Discussion | Drawing the map of Gezira Irrigation scheme | Meaning fullness<br>Initiating new ideas<br>Verbal<br>Drawing | Text books | Mk SST BK.7 pg 222-224 | |
| | **7 & 8** | | | | -The dams found along the Gezira Irrigation scheme<br>-Benefits of the Gezira Irrigation scheme<br>-Work of the tenants on the scheme<br>-Problems facing the scheme e.g<br>*shortage of labour<br>*lack of capital for maintenance<br>*Stiff competition etc. | The learner;<br>-Tells the benefits of the Gezira Irrigation Scheme to the Government<br>-States the problems facing the scheme | The learner correctly uses the words e.g.<br>*Irrigation<br>*Benefirs<br>*Tenants<br>*Labour<br>*capital | -Discussion<br>-Explanation | Listing the problems facing the Gezira Irrigating scheme | Negotiating<br>Evaluating facts<br>Giving reason for action taken<br>Drawing | Chalk board illustration | Mk SST Bk.7 pg 225 | |
| **8** | **1 & 2** | | ECONOMIC DEVEL | MAJOR ECONOMIC | EGYPT<br>-Its location and her neighbours | The learner;<br>-tells Egypt location | The learner correctly uses the words e.g. | Discussion | Drawing the map of Egypt | Logical reasoning | Textbook | Mk SST Bk.7 pg | |

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| | | | OPMENT IN AFRICA | DEVELOPMENT IN AFRICA | -People and their language spoken<br>-civilization in Egypt<br>-Egypt's climate and Agriculture | -Gives the reason why civilization started in the Nile valley of Egypt | *boardered<br>*city<br>*official<br>*language<br>*Civilization | Illustration<br><br>Explanation | | Responding to questions Drawing | | 216-217 | |
| | **3 & 4** | | | | <u>THE ASWAN HIGH DAM</u><br>-The country where it is located<br>-man-,ade lake found along this dam<br>-reasons for constructing the Aswan High dam<br>-Benefits of the dam to the government<br>-Disadvantges of the dam. | The leaner;<br>-tells the river on which the Aswan High dam is found.<br>-states the reasons why Aswan High Dam was constructed. | The learner uses correctly the words e.g.<br>*dam<br>*benefits<br>*generating<br>*Industrialisation | -Question and answer discussion Explanation | Listing the reasons for constructing Aswan High Dam | Fluency Evaluating facts Appreciation | Chalk board illustration | MK SST BK.7 pg 218-219 | |
| | **5 & 6** | | | | <u>MINING IN EGYPT</u><br>-definition of mining<br>-types of mining<br>-minerals mined in Egypt<br>-importance of mining to the Egyptians.<br>-Ways in which mining is of a disadvantage | The learner;<br>-defines mining<br>-identifies the minerals mined in Egypt<br>-States ways in which mining is important | The learner correctly uses the words e.g<br>*mining<br>*mines<br>*miners<br>*minerals<br>*Egyptians | inquiry practice and review Explanation | Listing the benefits of mining to the country | Confidence Logical reasoning Making the best use of the information you have. | -do- | Mk SST Bk.7 pg 219-220 | |
| | **7 & 8** | | | | INDUSTRIAL EXPANSION IN EGYPT<br>-location of the most industries<br>-types of industries<br>-Factors that have promoted industrial expansion in Egypt.<br>-How valuable are the industries to the government.<br>-Disadvantages of Industries | The learner;<br>-tells the towns in Egypt that are highly industrialised<br>-Identifies the factors that have promoted industrialisation in Egypt<br>-Tells the uses of industries to people | The learner correctly uses the words e.g.<br>*Industry<br>*Industrialisation<br>*valuable<br>*transport | Discussion<br><br>Explanation | Listing the factors that have promoted industrial expansion in Egypt | Meaningfulness Initiating new ideas Analysing statements | Chalk board illustration | Mk SST k.7 pg 220-221 | |

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| | | | | | -How transport & communication are important to the country | | | | | | | | |
| **9** | **1 & 2** | | ECONOMIC DEVELOPMENT IN AFRICA | MAJOR ECONOMIC DEVELOPMENT IN AFRICA | SOUTH AFRICA<br>-Mining in South Africa<br>-minerals mined in South Africa.<br>-Places where the minerals are mined<br>-A map showing the mines in South Africa | The learner;<br>-defines mining<br>-mentions the minerals and places where they are mined | The learner correctly uses the words e.g.<br>*mining<br>*mines<br>*Gold rush | -discovery<br>-inquiry<br>-discussion | Drawing a map showing the minerals of South Africa | Verbal Appreciation<br>Making best use of the information you have<br>Evaluating facts | Textbook | Mk SST Bk.7 pg 143 | |
| | **3 & 4** | | | | -Importance of mining to South Africa<br>-Factors that have contributed to the development of mining industry in South Africa<br>-Disadvantages of mining in South Africa | The learner;<br>-states the uses of mining to the country<br>-Identifies the factors that have contribute to the development of mining | The learner correctly uses the words e.g.<br>*mining<br>*skilled<br>*technology<br>*income<br>*minerals | Discussion<br>Explanation<br>Question and answer | Listing the importance of mining to the Republic of South Africa | Articulation<br>Making a choice<br>Appreciation | Chalkboard illustration | MK SST Bk.7 pg 145-146 | |
| | **5 & 6** | | | | FARMING IN S.AFRICA<br>-Definition of farming<br>-Type of faming practiced in South Africa e.g. Ranching.<br>-Examples of ranches in South Africa<br>-Dairy farming & animals reared in S. Africa i.e. pastoralism<br>-similarities and differences between Ranching and pastoralism<br>-Problems facing Ranching | The learner;<br>-Defines Ranching and pastoralism<br>-tells ways in which ranching and pastoralism are important<br>-states the problems facing ranching | The learner correctly uses the words e.g.<br>*Ranch<br>*pastoralism<br>*pastoralists<br>*Ranch farm | Question and answer<br><br>Explanation | Stating the uses of farming and problems facing farmers in Africa | Confidence<br>Initiating new ideas<br>Analyzing statements | Chalkboard illustration | New Fountain SST Bk.7 pg 156-158 and MK SST Bk.7 pg 167-170 | |

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| | **7 & 8** | | | | INDUSTRIALISATION<br>-definition of industrialization and industrial expansion<br>-factors considered before setting up an industry<br>-Factors that have promoted industrialisation in South Africa | The learner;<br>-defines industrialisation<br>-states the factors that have promoted industrialisation in South Africa | The learner correctly uses the words e.g. industrialisation<br>*considered<br>*expansion | Question and answer Discussion Explanation | Listing the factors that have promoted industrialisation in South Africa | Verbal Fluency<br>Logical thinking<br>Appreciation | -do- | Mk SST Bk.7 pg 116-118 & Mk Old Edition pg 157-158 | |
| **10** | **1 & 2** | | ECONOMIC DEVELOPMENT IN AFRICA | MAJOR ECONOMIC DEVELOPMENT IN AFRICA | DEMOCRATIC REPUBLIC OF CONGO (D.R.C)<br>-Its location & the neighbouring states<br>-People found in the D.R.C<br>-The climate of D.R.C<br>-Economic activities done in the D.R.C | The learner;<br>-Draws the map of D.R.C and its neighbours<br>-mentions the economic activities done to the D.R.C | The learner correctly uses the words e.g.<br>*Location<br>*Neighbouring<br>*Economy | Illustration<br>Discussion<br>Explanation | Drawing the map of DRC and her neighbours | Articulation<br>Evaluating facts<br>Drawing<br>Responding to questions appropriately. | Textbook | MK SST Bk.7 pg 180-184 | |
| | **3 & 4** | | | | -Definition of Farming and Lumbering<br>-crops grown in D.R.C<br>-Reasons why Lumbering is done in the DRC<br>-Problems faced by Lumberjacks<br>-Transport in the DRC | The learner;<br>-Identifies the crops grown in the D.R.C<br>-tells the sea ports that D.R.C uses in her imports and exports | The learner correctly uses the words e.g.<br>*Farming<br>*Lumbering<br>*Lumberjacks | -Discussion<br>-Explanation | Listing the crops grown in D.R.C | Fluency<br>Evaluating facts<br>Analyzing statements | Chalkboard illustration | Mk SST Bk.7 pg 184-185 | |
| | **5 & 6** | | | | MINING IN D.R.C<br>-Definition of mining<br>-Aras where mining is done and the minerals mined there.<br>-Drawing a map showing Mining areas<br>-Methods used in Mining minerals in the DRC | The learner;<br>-defines mining<br>-tells the minerals mined in DRC<br>-Draws a map showing Mining areas in the D.R.C | The learner correctly uses the words e.g.<br>*Mining<br>*mines<br>*minerals | Discussion Explanation<br>Question and answer | Drawing the map of DRC showing the mining areas | Meaningfulness<br>Logical reasoning<br>Making the best use of information you have | Text books | Mk SST Bk.7 pg 151-152 &Old Edition Mk SST Bk.7 pg | |

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| | | | | | -Problems affecting mining industry in D.R.C | | | | | | | 181-182 | |
| | **7 & 8** | | | | ZAMBIA<br>-its location and her neighbours<br>-People found in Zambia<br>-Relief and drainage of Zambia<br>-Climate of Zambia and Agriculture<br>-Drawing a map of Zambia with her neighbours. | The learner;<br>-Tells the neighbours of Zambia.<br>-tells the groups of people in Zambia<br>-Identifies the lakes rivers and dams in Zambia<br>-Tells the climate experience in Zambia | The learner correctly uses the words e.g<br>*Location<br>*Relief<br>*Drainage<br>*Agriculture | Discussion<br>Question and answer | Listing the crops grown in Zambia | Effective communication<br>Analyzing statements | Text books | Mk SST Bk.7 pg 171-172 | |
| **11** | **1 & 2** | | ECONOMIC DEVELOPLMENT IN AFRICA | MAJOR DEVELOPMENT IN AFRICA | <u>MINING IN ZAMBIA</u><br>-Definition of mining<br>-What the economy of Zambia depends on<br>-Area where copper is mined<br>-Methods of mining copper in Zambia<br>-uses of copper<br>-other minerals mined in Zambia<br>-Benefits of the mining industry to Zambia<br>-Problems facing the Zambian copper industry.<br>-Problems caused by the mining industry in Zambia | The learner;<br>-defines mining<br>-Tells what the economy of Zambia entirely depends on<br>-Identifies the mineral mined at copper belt<br>-states ways in which mining is important to the country.<br>-Mentions the problems facing the copper mining industry | The learner correctly uses the words e.g.<br>*mining<br>*copper belt<br>*uses | -discussion<br>-question and answer | Listing the uses f copper | Confidence<br>Verbal Logical thinking | Chalk board illustration | Mk SST Bk.7 pg 172-177 | |
| | **3 & 4** | | | | <u>LANDLOCKEDNESS</u><br>-definition of land locked countries<br>-examples of land locked countries<br>-problems faced by land locked countries | The learner;<br>-defines a land locked country<br>-Mentions the problems faced by land locked countries | The learner correctly uses the words e.g.<br>*Landlocked<br>*Privacy<br>*secrecy<br>*Taxation | Practice & Review<br>Discussion | Listing the landlocked countries | Articulation<br>Logical reasoning<br>Self identification | -do- | Mk SST Bk.7 pg 177-178 | |

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| | | | | | -Ways of solving the problems affecting land locked countries | | | | | | | | |
| | **5 & 6** | | | | RWANDA AND BURUNDI<br>-Their location<br>-People(population) found in those countries<br>-Relief, climate, vegetation<br>-Economic activities<br>-problems hindering the economy of the countries like Burundi e.g.<br>*instability<br>*low life expectancy<br>*poor road network e.t.c | The learner;<br>-tells the location of Rwanda and Burundi<br>-Tells the rivers and lakes found in the two countries<br>-Identifies the groups of people found in Rwanda and Burundi | The learner correctly uses the words e.g<br>*Location<br>*Economic<br>*Hindering | Question and answer<br><br>Discussion | Listing the economic activities done in Rwanda and Burundi | Confidence<br>Love<br>Sharing<br>Evaluating | Text books | Mk SST pg 209-214 | |
| | **7 & 8** | | ECONOMIC DEVELOPMENT IN AFRICA | MAJOR ECONOMID DEVELOPMENT IN AFRICA | ETHIOPIA & SOMALIA<br>-Location of the countries<br>-People found in the two countries<br>-Economic activities done in the countries<br>-climate and vegetation | The learner;<br>-identifies the location of Ethiopia and Somalia<br>-Tells the economic activities done in Somalia and Ethiopia | The learner correctly used the words<br>*Somalis<br>*Mountainous<br>*Arabic | Discussion Question and answer Explanation | Listing the economic activities done in Somalia and Ethiopia | Fluency<br>Confidence<br>Selecting & evaluating information<br>Finding different ways of doing things. | Chalk board illustration | Mk SST Bk.7 pg 226-231 | |
| **1 2** | **1 & 2** | | | | UGANDA<br>-Its climate<br>-Farming<br>*Types of farming practiced in Uganda<br>*Importance of farming<br>*Problems faced by farmers<br>*solutions | The learner;<br>-defines farming<br>-Identifies the types of farming practiced in Uganda.<br>-Tells the uses of farming to Ugandans | The learner correctly uses the words e.g.<br>*Farming<br>*farmers<br>*requirements | Discussion<br><br>Explanation | Listing the problems facing farmers in Uganda | Confidence<br>Logical reasoning<br>Taking a decision | -do- | Teachers collection MK SST Standard Pg 213-221 | |
| | **3 & 4** | | | | MINING IN UGANDA<br>-Minerals mined n Uganda and their location | The learner;<br>-defines minerals | The learner correctly uses the words e.g. | Discussion | Listing the minerals | Articulation<br>Analyzing statements | Chalk board | Mk Standard SST | |

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| | | | | | -Types of minerals<br>-Methods used in mining<br>-Why Uganda has failed to mine its minerals<br>-Importance of Mining (minerals) | -states the reasons why some minerals are not mined in Uganda | *mines<br>*minerals<br>*opportunities | Explanation | found in Uganda | Initiating new ideas<br>Appreciating | illustration | for Upper pg 199-201 | |
| | **5 & 6** | | | | <u>IRRIGATION SCHEMES</u><br>-Definition of irrigation<br>-Examples of irrigation schemes<br>-Advantages and disadvantages of irrigation schemes | The learner;<br>-defines irrigation<br>-states the advantages of irrigation | The learner correctly uses the words<br>*irrigation<br>*schemes | Question and answer<br><br>Explanation | Listing the irrigation schemes in Uganda | Logical flow of ideas<br>Initiating new ideas<br>Making the best use of information you have | Textbook | Mk SST K.6 pg | |
| | **7 & 8** | | | | <u>PASTORALISM</u><br>-Definition of Pastoralism, Nomadic pastoralism<br>-examples of pastoralists<br>-Reasons why nomads move from place to place<br>-Problems faced by nomads | The learner;<br>-Defines Pastoralism<br>-states the examples of pastoralists<br>-tells the reasons as to why nomads move | The learner correctly uses the words e.g.<br>*Pastoralism<br>*Pastoralists<br>*Nomads | -practice and review<br><br>Discussion | Listing the problems facing the pastoralists | Audibility<br>Logical reasoning<br>Making the best use of information you have | Chalkboard illustration | Mk SST standard for upper pg 219-221 | |
| **13** | **1 & 2** | | ECONOMIC DEVELOPMENT IN AFRICA | AFRICA'S CHALLENGES | Problems facing African countries are categorized in three ways i.e.<br>1.Economic problems<br>2.Political problems<br>3.Social problems<br>Social problems e.g.<br>*illiteracy *Diseases<br>*ignorance *High fertility rate<br>*Brain and Talent drain<br>-causes of famine | The learner<br>-identifies the Social problems affecting African countries<br>-Tells the causes of early pregnancy in girls.<br>-Tells why people in Africa are illiterate | The learner correctly uses these words e.g<br>*Ignorance<br>*Teenage<br>*Mortality<br>*Fertility | Discussion<br><br>Explanation | Listing the social problems affecting Africa | Meaningfulness<br>Initiating new ideas<br>Taking a decision | Chalkboard illustration | Mk SST Bk.7 pg 164 Mk SST Standard for upper pg 310 | |
| | **3 & 4** | | | | Economic challenges e.g.<br>*poverty<br>*corruption | The learner; | The learner correctly uses the words e.g. | Question and | Listing the economic | Accuracy<br>Innovativeness | -do- | Mk SST Standa | |

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| | | | | | *High levels of unemployment<br>*Poor transport & communication<br>*Low level of technology e.t.c<br>-causes of poverty among people<br>-Evil and forms of corruption<br>-Ways of overcoming poverty and corruption | -states the economic problems affecting African countries<br>-Tells the causes of poverty among people<br>-Mentions the evils of corruption | *Poverty<br>*Technology<br>*Unemployment | answer<br><br>Explanation | challenges facing Africa | Taking a decision | | rd for Upper pg 338 | |
| | **5 & 6** | | | | Political problems e.g.<br>-lack of democracy<br>-military coups<br>-civil wars-Tribalism& nepotism e.t.c<br>--Definition of wars<br>--Results of wars<br>--Ways of overcoming them<br>--causes of military coups | The learner;<br>-defines democracy<br>-tells ways in which democracy is exercised<br>-Defines wars<br>-identifies the causes of wars in Africa. | The learner correctly uses the words e.g.<br>*democracy<br>*Nepotism<br>*Tribalism<br>*wars | -Question and answer<br><br>Explanation | Listing the causes of wars in Africa | Confidence<br>Logical reasoning<br>Giving reasons for actions taken | Chalk board illustration | Mk SST Standard pg 339-340 | |
| | **7 & 8** | | | | Solutions to the problems facing African countries e.g.<br>*Promoting good governance<br>*Modernising Agriculture<br>*Introduction of UPE and USE in all countries<br>-Major problems facing the rest of the world. | The learner;<br>-states solutions to the problems affecting Africa<br>-Tells how good governance can be promoted | The learner correctly uses the words e.g.<br>*Elnino<br>*Tsunami<br>*Modernisation<br><br>*Unity | Discussion Explanation | Listing the solutions to the problems facing African countries | Meaningfulness<br>Selecting and evaluating information<br>Appreciation | -do- | Mk SST Standard for Upper pg 340-343 | |
| **14** | **1 & 2** | | MAJOR WORLD ORGANISAION | FIRST WORLD WAR | -The year it started and ended<br>-country that started it | The learner<br>-tells why the league of Nations was formed | The learner correctly uses these words e.g. | Discussion | Listing the reasons why the First | Verbal<br>Initiating new ideas | Chalk board illustration | Mk SST Bk.7 pg | |

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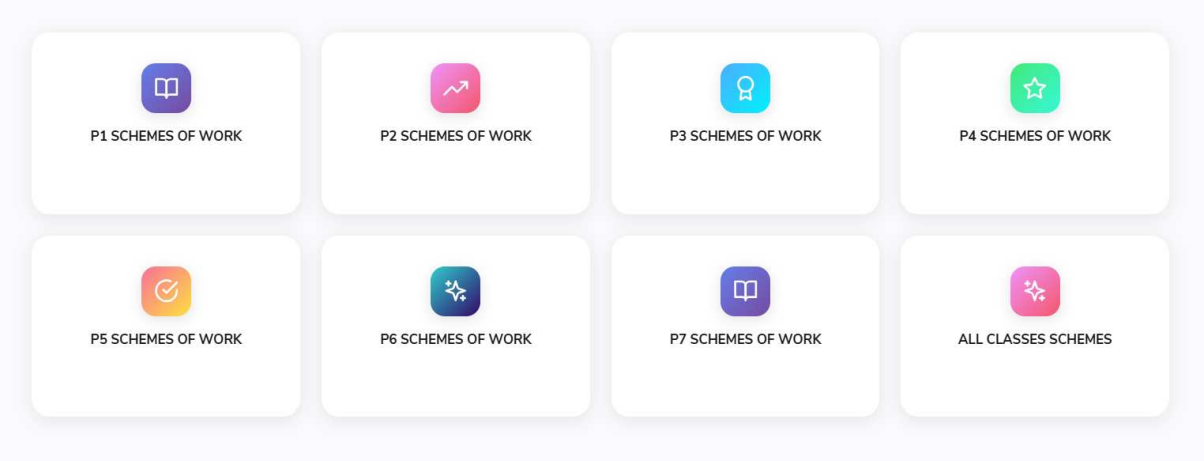
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| | | | | | -causes of the First World War<br>-Reasons why the first world war failed<br>-Organisation that was formed to end the first World war. | -identifies the reasons why the first world war failed | *war<br>*Nazis<br>*Nations | Explanation | World War failed | Taking a decision<br>Respect | | 140-142 | |
| | **3 & 4** | | | SECOND WORLD WAR | -The leader of Germany and when it started<br>-Reasons why some African countries took part in the second World War<br>-Effects of the second world war. | The learner;<br>-Tells the reason why Uganda took part in the world war.<br>-Tells the effects of the second world war. | The learner correctly uses the words e.g<br>*Leader<br>*world War<br>*Nazis | Question and answer Explanation | Listing the effects of the second World War | Logical flow of ideas<br>Logical reasoning<br>Care | -do- | Mk SST BK.7 pg 143-144 | |
| | **5 & 6** | | | UNITED NATIONS ORGANISATIONS | -formation of UNO (Origin of UNO)]<br>-Objectives of UNO<br>-importance of UNO<br>-Organs of the UNO | The learner;<br>- tells the main reason for forming UNO<br>-Identifies the year when UNO was formed.<br>-Tells the objectives for forming UNO | The learner correctly uses the words e.g.<br>*Human rights<br>*dignity<br>*agency<br>*Technical assistance | -Discussion<br>-Question and answer | Listing the organs of the UNO | Accuracy<br>Innovativeness<br>Making the best use of information you have<br>Co-operation | Chalk board illustration | MK SST Bk.7 pg 144-145 and MK SST Standard for upper pg 126-127 | |
| | **7 & 8** | | | | -Agencies of the UNO e.g<br>*IMF *FAO<br>*UNESCO *ILO<br>*WHO *UNHCR e.t.c<br>-functions of each UNO agency | The learner;<br>-Lists the agencies of UNO<br>-States the functions of each UNO agency | The learner correctly uses the words e.g.<br>*agency<br>*refugees<br>*needs<br>*workers | Question and answer Explanation | Listing the UNO agencies | Logical flow of ideas.<br>Innovativeness<br>Analyzing statements<br>Respect | -do- | Mk SST Bk.7 pg 146-147 | |
| | **9 & 10** | | | | Human rights as stated in the UNO charter e.g<br>*No one shall be subjected to torture | The learner;<br>-Identifies the human rights as stated in the UNO charter | The learner correctly uses the words e.g.<br>*charter | -discussion | Listing the achievements of the UNO | Fluency<br>Logical reasoning | Chalk board illustration | MK SST Bk.7 pg 150- | |

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| | | | | | *All human beings are born free and equal in dignity and rights.<br>-Achievements of the UNO<br>-Failures of the UNO | -Defines a charter<br>-Tells the failures of the UNO | *dignity<br>*Rights<br>*Torture<br>*Freedom<br>*nationality | -<br>Expla<br>nation | | Responding to questions appropriatel y | | 151 and New Curricul um pg 342-343 | |

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