

SOCIAL STUDIES SCHEME OF WORK FOR PRIMARY SEVEN 1ST TERM

1. *Appreciate Africa as a continent and its position on the world map.*
2. *Demonstrate the usage of lines of latitudes and longitudes to locate Africa and its member countries.*
3. *The learner explorers and appreciates the value of one's immediate and distant environment for better and harmonious living*
4. *The learner appreciates the importance of climate and how it determines and supports humans, animals and plant life.*
5. *The learner appreciates the value of the vegetation and practices how to care for it for a better and harmonious living .*
6. *The learner demonstrates and promotes positive values and social practices in the society and shows respect for his/ her own and other culture.*
7. *Appreciates the importance of interdependence of nations and continents.*
8. *Demonstrate the use of maps, reading skills, interpretations and analysis to collect information.*

WK	PD	THEME	TOPIC	SUB-TOPIC	CONTENT	COMP ETENCES		METHODS	INDICATORS OF LIFE SKILLS AND VALUES	ACTIVITY	T/L AIDS	REF	REM
						SUBJECT	**LANGUAGE**						
1	1	LIVING TOGETHER IN	LOCATION OF AFRICA ON	CONTINENTS	-Definition of a continent. -mentioning the examples of continents.	The learner; -defines a continent -Lists down the continent	The learner correctly uses the following words	-Discovery	-Creative thinking	Locating, Naming, writing the	World Map SS	New Fountain SST Bk.7 pg 1-2, Mk	

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		AFRICA	THE MAP OF THE WORLD		-Locating continents on the world map. -Arranging the continents in order of size -differences that Africa has as a continent from others	of the world according to size -Locates the continent on the world map.	*latitudes *Longitudes *Position	-discussion -Explanation	-Co-operation -Appreciation -Love	continent	T Atlases	SST Bk 7 pg 1-2, comprehensive SST Bk.7 pg 1-2	
	2			OCEANS /SEAS	-Definition of oceans and seas -Listing the examples of oceans and seas. -Arranging the oceans and seas by their size. -Locating major oceans and seas on the world map	The learner; -Defines oceans and seas -Names the oceans and seas -Identifies the oceans and seas neighbouring Africa	The learner correctly uses the words related to the topic/lesson e.g. seas, water bodies., oceans	-Discussion -Discovery -Explanation	-effective communication -sharing -co-operation	Writing, Naming, locating the oceans and seas	World map, Atlases	Mk SST Bk 7 page 4 New Fountain SST Bk 7 page 1	
	3			LOCATING AFRICA AND IT'S SHAPE	-Why Africa is called a tropical continent -Nature(shape) of Africa being unbalanced. -Regions that make up Africa -Listing countries found in each region and their capital cities -Island countries which are part of Africa.	The learner; -Tells the reason why Africa is un balanced. -states the reason why Africa is a tropical continent -Lists down the countries in each region of Africa	The learner correctly writes words and sentences using words related to the regions that make up Africa	-observation -discovery -explanation -Discussion	-creative thinking -appreciation -co-operation	-Locating, naming, writing and drawing	World map and Atlases	Mk SST Bk7 page 3, Comprehensive SST Bk 7 page 3-4	

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	4		PHYSICAL FEATURES OF AFRICA	LOCATION OF PHYSICAL FEATURES	-Definition of physical features -Listing the examples of physical features of Africa -Coastal plains, the activities done in the coastal plains. -Lagoons found in West Africa -Problems faced by people living in the coastal plain of Africa	The learner; -defines physical features -Names the physical features of Africa -Identifies the economic activities done in the coastal plain	The learner correctly uses the words related to the topic e.g. -features -plains -coast -Lagoons e.t.c	-explanation -observation -discovery	-record keeping Love Co-operation	-observing -Identifying -Naming	Physical map of Africa	Comprehensive SST Bk. 7 page 5-6 Mk SST Bk.7 page 9-10	
	5	LIVING TOGETHER IN AFRICA	PHYSICAL FEATURES OF AFRICA	MOUNTAINS	-Definition of a mountain -Types of mountains -Major mountains in; * East Africa e.g. Mt. Kilimanjaro * Central Africa e.g. Nyiragongo *south Africa e.g. Drakensburg *North Africa Ahaggar and Tibesti -Ways in which the stated mountains were formed. -Types of volcanoes and their examples	The learner; -defines a mountain -mentions the types of mountain -Identifies the mountain found in different regions of Africa -Tells ways in which mountain are good	The learner correctly uses the words related to the lesson e.g. • Mountains • Highlands • Dangers • Useful	-observation -discussion -explanation	Sharing Vo-operation Creative thinking	Locating Listing Arranging	Physical map of Africa, atlases	Comprehensive SST Bk.7 pg 4-7 New Fountain SST Bk 7 pg 8-11	

					-Advantages and disadvantages of mountains							
	6			PLATEAUS	-Definition of a plateau -Naming the major African plateau e.g. Ahaggar, Tibesti, Yatta, Jos e.t.c -Identifying the economic activities carried out in the Africa's plateau <u>Basins</u> -Definition of Basins -How basins were formed -Examples of basins in Africa.	The learner; -Defines a plateau -Identifies the examples of plateaus found in Africa -States the importance of plateaus.	The learner correctly uses the words related to the lesson e.g. • Plateau • Tableland • Basin • Depressions	-Discussions -Explanation	-effective communication Co-operation Love	-Naming -Listing	Atlases	MK SST Bk.7 page 9-11 Comprehensive SST Bk 7 page 7-8	
	7 & 8			LAKES AND RIVERS	-Definition of lakes and rivers -Types of rivers and their examples and where they pour their water -dams on each river -sources of rivers in Africa. -Reasons why some rivers are not good for navigation. -Definition of these terms e.g. *Delta,	The learner; -Defines a river -Mentions the two types of rivers -Identifies the rivers found in Africa and their sources. -Tells reasons why some rivers aren't used for navigation	The learner correctly uses the words related to the lesson e.g *River *River mouth *Estuary *delta e.t.c	-Discussion -Explanation	Creative thinking Appreciation cooperation	-Listing -Naming -Writing	Textbooks	Comprehensive SST Bk 7 page 9-11 New Fountain SST Bk.7 page 12-16	

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					Estuary, River mouth, Estuaries, confluence, River source LAKES -Types of lakes found in Africa e.g. *volcanic lakes * Human made lakes *Rift valley lakes *Ox-bow lakes e.t.c. *crater lakes	-Lists the types of lakes found in Africa							
2	1	LIVING TOGETHER IN AFRICA	PHYSICAL FEATURES OF AFRICA	LAKES & RIVERS	-Importance of lakes and rivers to the people of Africa -Dangers of lakes and rivers to the Africans -Influence of physical features on plants, animals & People	The learner; -Tell the advantaged and disadvantages of lakes and rivers	The learner spells words correctly related to the lesson	-Discussion -Explanation	Creative thinking Cooperation Appreciation Love	-Writing -Listing	Textbooks	New Fountain SST Bk. 7 page 17-22 Regional geography page 33-35	
	2			RIFT VALLEY	-Definition of rift valley -Arms (branches) of the rift valley -Activities done in the rift valley -Examples of rift valley lakes in both Eastern & western arm --Rift valley lake in the desert	The learner; -Defines a rift valley -Tells the lakes found in the rift valley. -Tell the reason why L. Ngami is salty	The learner spells the words correctly related to the lesson	Discussion -practice & review -Explanation	Effective communication Appreciation Cooperation	-Drawing -writing -Naming	Textbooks	Comprehensive SST BK 7 page 8	

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					-characteristics of the rift valley lakes								
	3			THE NILE VALLEY	-Definition of Nile Valley countries -Examples of Nile Valley countries -Why are they called Nile Valley countries? -Economic activities done in the Nile valley	The learner; -Defines Nile valley countries -Lists the examples of Nile valley countries	The learner correctly uses the words related to the lesson e.g. *valley *Basin *Nile basin	-Discussion -Explanation	Creative thinking Appreciation Cooperation	Writing Naming	Chalkboard illustration	Teacher's own collection	
	4 & 5		THE CLIMATE OF AFRICA	CLIMATIC REGIONS OF AFRICA	-Definition of: *climate *climatic regions -Identifying the scientific study of climate -Mentioning the climatic regions of Africa and drawing a map showing them and describing them	The learner; -Defines climate -Tells the scientific study of climate -Draws the map of Africa and shows all the climatic regions	The learner correctly uses the following words related to the topic e.g. *climate *weather *scientific *Temperature	Discovery -Explanation -Discussion	Record keeping Love Co-operation	-Drawing -writing -Naming	Atlases and textbooks	Comprehensive SST Bk 7 pg 14-16 New Fountain SST Bk7 pg 47-51	
	6			FACTORS THAT INFLUENCE AFRICA'S CLIMATE	-Listing down the factors that influence the climate of Africa e.g. Latitude, Altitude, Prevailing winds, Relief e.t.c. -ways in which climate affects peoples way of life, dressing, activities done	The learner; -Mentions the factors that influence Africa's climate -Identifies ways in which climate affects people's activities	The learner correctly uses the words related to the lesson	-discussion -Practice and review -Explanation	Effective communication Co-operation Love	Writing	Textbooks	Comprehensive SST Bk 7 pg 16-19 New Fountain SST Bk7 pg 51-56	

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	7	LIVING TOGETHER IN AFRICA	THE CLIMIATE OF AFRICA	LATITUDE & ALTITUDE	-Definition of latitude & Altitude -Ways in which each affects the climate of Africa -low latitudes and High latitudes -Comparing different heights of the continent	The learner; -Defines Latitude & altitude -Tells ways in which latitudes & Altitude affects Africa's climate	The learner correctly spells the words related to the lesson e.g. warm, hot, higher, lower e.t.c.	-observation -discussion -Explanation	Creative thinking Love	-Drawing -writing	Chalkboard illustration	New fountain SST Bk.7 page 51-52
	8			WINDS AND RELIEF	-Definition of wind and Relief -Listing the example of the winds experiences in Africa -Ways in which the winds affect the climate of Africa -Listing the types of rainfall received in Africa & the areas where they are experienced - Drawing the types of rainfall in which they are formed. -Describing these words isobars, isohyets, Isonephs, Isotherms e.t.c.	The learner; -Defines wind and Relief. -Tells ways in which winds affects climate -Describes how Relief affects the climate of Africa	The learner correctly spells, Uses the words related to the lesson e.g.*Relief *winds *Monsoon *Harmattan *Isobars *Isotherms	-Discussion -Explanation	Creative thinking Love	-Drawing -Naming -Writing	Textbooks	New Fountain SST Bk 7 pg 55-56 Comphensive SST Bk7 pg 17-18
3	1			OCEAN CURRENTS & HUMAN	-definition of ocean currents and Human activities	The learner; -Defines ocean currents -Tells ways in which ocean	The learner spells the words related to the lesson	Discussion Explanation	Critical thinking Problem solving	Writing Drawing	Chalkboard Illu	New Fountain SST Bk 7 pg 53-55

				ACTIVITIES	-Listing the examples of ocean currents -Ways in which ocean currents affect Africa's climate. -Listing the Human activities & ways in which they affect Africa's climate positively and negatively	currents affects Africa's climate. -tells in which the Human activities affects the climate			Co-operation		stration	Comphensive SST Bk7 pg 16-17	
	2			INFLUENCE OF CLIMATE ON HUMAN ACTIVITIES	EQUATORIAL CLIMATE & TROPICAL CLIMATE -Describing each climatic region -Identifying the countries that experience these climatic regions -characteristics of Equatorial climate -Mentioning the activities done in the Equatorial and tropical regions -Crops grown in the regions.	The learner; -Describes Equatorial & Tropical climate -Identifies the economic activities carried out in the two climatic regions	The learner correctly spells words related to the lesson e.g. economic Lumbering, farming	-discussion -discovery -Explanation	Critical thinking Problem solving Co-operation	-Writing	-do-	Mk SST Bk 7 page 59-60 New fountain SST Bk 7 page 57-58	
	3	LIVING TOGETHER IN	CLIMATE OF AFRICA	SEMI-DESERT, DESERT	-Describing semi-arid & Desert climates -Countries that experience such climatic regions	The learner; -Describes Desert & Semi –Desert climate	The learner correctly uses the words in sentences	Discussion Explanation	Critical thinking Problem solving	Writing	Chalkboard illustr	Mk SST Bk 7 pg 60-61	

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		AFRICA			-Examples of deserts found in Africa -Examples of the economic activities carried out in the climatic regions -crops grown there	-Tells the characteristics of semi & desert climates -Mentions the economic activities carried out in the semi-desert & desert regions	related to the lesson.		Co-operation		ation	
	4			MEDITERRANEAN & TEMPERATE REGIONS/ CLIMATES HIGH VELDS	-Describing Mediterranean and temperate climates -Economic activities done in the temperate & Mediterranean climates. -Examples of the fruits grown in the Mediterranean region	The learner; -describes Mediterranean climate -Identifies the economic activities done in the Mediterranean climate	The learner correctly used the words in sentences related to the lesson	-Discussion -Explanation	Inquiry Observing Sharing	Writing	Chalkboard illustration	Mk SST BK 7 pg 61
	5			EFFECTS OF CLIMATE ON PEOPLE	-ways of dressing -Accommodation -occupation -man's colour	The learner; -Tells ways in which climate affects people's activities	The learner correctly uses the words in sentences related to the lesson	-Explanation -Discussion	Inquiry Observing Sharing	Writing	-do-	MK SST Bk7 pg 61
	6		THE VEGETATION OF	NATURAL VEGETATION	-definition of vegetation -Types of vegetation	The learner; -defines vegetation	The learner correctly uses the following	-Discussion	Critical thinking Caring Love	-Drawing -Naming -Writing	Atlases	New Fountain SST

			AFRICA		-Examples of natural vegetation -location of the natural vegetation on the map of Africa	-Tells the two types of vegetation -Lists the examples of trees found in both types of vegetation	words in sentences *natural *planted *nature	-Explanation	appreciation			Bk 7 pg 24-25 MK SST Bk7 pg 22-23,26,27
	7			EQUATORIAL VEGETATION(TROPICAL RAIN FORESTS)	-Describing Equatorial vegetation -Location of the Equatorial vegetation -countries that experience it -Human activities carried out in the Equatorial vegetation -Examples of the trees in the region -characteristics of Equatorial vegetation	The learner; -Describes Equatorial vegetation -Identifies the activities done in the Equatorial vegetation -Mentions the characteristics of Equatorial vegetation	The learner correctly uses the words in sentences related to the lesson	-Discussion -Explanation	Critical thinking Caring Love appreciation	Writing	Atlas	New Fountain SST Bk 7 pg 24-226 MK SST Bk7 pg 27-28
	8	LIVING TOGETHER IN AFRICA	THE VEGETATION OF AFRICA	TROPICAL GRASSLAND SAVANNAH & MANGROVE VEGETATION	-Location of the vegetation in Africa -Temperate grasslands of Africa & why they were called so -Activities done in the Tropical Mangrove vegetations -appearance of the savanna	The learner; -Tells the temperate grassland of Africa -mentions the activities done in the mangrove and Tropical savanna	The learner correctly uses the words in sentences related to the lesson	-Discussion -Explanation	Critical thinking Caring Love appreciation	Writing	Chalkboard illustration	New Fountain SST Bk 7 pg 27, MKSST Bk7 pg 28,31,32

					-characteristics of mangrove and Tropical vegetation -countries that experience savanna								
4	1			MONTANE MEDITERRANEAN VEGETATION	-Location of the vegetation -climate that favours its growth -Human activities carried out -characteristics of Montane and Mediterranean vegetation	The learner; -mentions the states the experience Montane & Mediterranean vegetation -Identifies the human activities done in the two	The learner correctly uses the words in the sentences related to the lesson e.g. *temperate * mangrove *bamboo	-Discussion -Explanation	Critical thinking Caring Love appreciation	Writing	-do-	New Fountain SST Bk 7 pg 35-37 MKSST Bk7 pg 29-33	
	2			SEMI DESERT & DESERT VEGETATION	-Location of the vegetation -Climate experienced -Human activities done in the vegetation -Kinds of trees found there -characteristics of the vegetation	The learner; -identifies the location of the vegetation -Tells the activities done in the vegetation	The learner uses the words correctly related to the lesson	-Explanation -discussion	Critical thinking Caring Love appreciation	Writing	-do-	New Fountain SST Bk 7 pg 30-34 MKSST Bk7 pg 33	
	3			FACTORS THAT INFLUENCE VEGETATION DISTRI	-Listing the factors influencing the vegetation distribution e.g. * climate *Drainage *soil fertility e.t.c.	The learner; -Identifies the factors that influence vegetation distribution -Tells any three man	The leaner correctly uses the words in sentences related to the lesson e.g.	-do-	Critical thinking Caring Love appreciation	-do-	Chalkboard illustration	New Fountain SST Bk 7 pg 38-40 MKSST Bk7 pg 34-35	

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				BUTIO N	-Human activities that affects the vegetation positively & negatively	activities that can affect vegetation	*climate *Fertile *draining e.t.c.						
	4			IMPOR TANCE OF VEGET ATION TO ANIMA LS & PEOPL E	-Listing the ways vegetation is useful to people and animals -Ways in which man has destroyed the vegetation -Ways of conserving the vegetation & the environment	The learner; -Tells any four ways in which the vegetation is useful to people. -Mentions any two ways the vegetation is useful to animals	The learner correctly uses the words in sentences related to the lesson	- Discussi on - explanat ion -Practice & review	- Problem solving - caring - Apprecia tion -Love	-writing -listing	Ch alk bo ard illu str ati on	New Fountai n SST Bk 7 pg 40 MKSST Bk7 pg 35-36, 63-65	
	5	LIVIN G TOGE THER IN AFRIC A	THE VEGE TATIO N OF AFRIC A	LOCAT ION OF GAME PARKS	-Definition of a fame park -Location and examples of Game parks -Examples of wild animals found in the Game parks. Game reserves and zoos, sanctuaries -Tourist attractions e.g. national parks (wild lilfe), Historical sites, climate e.t.c	The learner; -Defines a game park, Game reserve, zoo -Mentions any ten examples of Game parks found in Africa	The learner correctly uses the words related to the lesson e.g. *game park *Tourism *Game reserve *zoo *Game ranger	- Discussi on - Explana tion	- Problem solving - caring - Apprecia tion -Love	- Drawing -writing	Te xt bo ok s	New Fountai n SST Bk 7 pg 40-42 MKSST Bk7 pg 36-41 Regiona l Geogra phy pg 373-381	
	6			IMPOR TANCE OF GAME PARKS	-Ways in which Game parks are useful	The learner; -Lists down any six values of Game parks	The learner correctly uses the words related to	-do-	- Problem solving - caring	Writing	Ch alk bo ard illu	New Fountai n SST Bk 7 pg 43	

					e.g. They provide employment to people -They help in wildlife conservation -They are source of foreign exchange through tourism attraction e.t.c.		the lesson e.g. *Game park *Game ranger *habitat *Game warden		-Appreciation -Love		stration	MKSST Bk7 pg 42 Regional Geography pg 386-390
	7			FACTORS THAT HAVE PROMOTED TOURISM INN UGANDA	-Tourism in Uganda have been promoted due to: *Tourist attractions *Hospitality *Peace and stability *Transport & communication *Accommodation *Advertising e.t.c -Negative contributions of the tourism industry e.g. *competition with other land users *Danger of wild animals *Environmental degradation e.t.c	The learner; -mention any six factors that have contributed to the development of the Tourism industry -Tells the negatives impacts of tourism	The learner correctly uses the words related to the lesson	-Discussion -explanation	-Problem solving -caring -Appreciation -Love	Writing	Chalkboard illustration	Regional Geography pg 380-386, 390-391
	8			PROBLEMS FACING THE TOURI	-Listing the problems facing tourism e.g. *poaching *encroachment	The learner; -lists down any seven problems affecting the	The learner correctly uses the word	-Discussion	-Problem solving -caring	Listing Writing	Chalkboard illu	New Fountain SST Nk 7 pg 44-45

				SM INDUSTRY	*Political instability e.t.c -Measures to protect the wild life e.g. *Enforcing laws protecting wild life *Forming wild life clubs in schools e.t.c. -Measures for developing the tourism industry in Uganda e.g. *Private sector involvement *Institution *Peace and stability e.t.c	tourism industry -States any four measures we can use to protect wild life	related to the lesson	-Explanation	-Appreciation -Love		stration	Regional Geography pg 391-398	
5	1	LIVING TOGETHER IN AFRICA		EFFECTS OF VEGETATION ON POPULATION DISTRIBUTION	-Reasons why Equatorial forests vegetation is sparsely populated -Reasons why Desert areas are sparsely populated -Mediterranean is densely populated because of industries -Miombo woodlands is poorly inhabited because of harbouring vectors	The learner; -states any two reasons why some vegetation are sparsely, densely populated compared to others.	The learner uses the words correctly as related to the lesson	-Discussion -Explanation	Critical thinking Caring -love	Writing	Chalkboard illustration	Mk SST Bk 7 pg 38 New Fountain SST BK 7 pg 45	

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	2		THE PEOPLE OF AFRICA,ETHNIC GROUPS ABD SETTLEMENT PATTERNS	MAJOR ETHNIC GROUPS IN AFRICA	-definition of ethnic group -examples of the ethnic groups -origins of the ethnic groups -General reasons for their migration	The learner; -Defines and ethnic group -Describes the origin and movement of each ethnic group -Identifies the settlement patterns of different ethnic groups	The learner uses the words correctly related to the topic e.g. -origin -settlement -migration	-discussion -discovery -Explanation	Creative thinking Inquiry Classifying	Writing	Chalkboard illustration	MK SST Bk7 pg 68-70	
	3			THE BANTU	-origin of the Bantu -Examples of the Bantu in Africa -Causes for the Bantu migration -settlement patterns of the Bantu in South Africa. -Results of the Bantu's migration -the Khoisan	The learner; -identifies the Bantu's origin -Tells any ten examples of the Bantu in Africa -Identifies any four results of the Bantu	The learner uses the words correctly as related to the lesson	-explanation -discussion	Friendship formation Inquiry Drawing Co-operation	Writing -drawing	-do-	Mk SST Bk 7 pg 69	
	4			THE NILOTICS	-Origin of the Nilotics -The settlement pattern of the Nilotics -Examples of the Nilotics -Causes for their migration	The learner; -Tells any five examples of the Nilotics in Africa -Mentions any four causes of their migration	The learner correctly uses the words related to the lesson	-Discussion -Explanation	Friendship formation Inquiry Drawing Co-operation	Drawing Writing	Chalkboard illustration	Comprehensive SST Bk 7 pg 40-41	

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					-Results for their migration							
	5			THE NILO-HAMITES	-Origin of the Nilo Hamites -The other name for the Nilo Hamites -Examples of the Nilo Hamites -Causes of their migration -settlement patterns of the Plain Nilotes -Results of the Plain Nilotes	The learner; -tells any four causes of the Nilo Hamites migration -Identifying three results of the Nilo Hamites migration	The learner correctly uses the words relates to the lesson	Question and answer -Discussion -Explanation	Friendship formation Inquiry Drawing Co-operation	Writing	Chalkboard illustration	Comprehensive SST Bk 7 pg 41
	6	LIVING TOGETHER IN AFRICA	THE PEOPLE OF AFRICA, ETHNIC GROUPS & SETTLEMENT PATTERNS	THEHIGHLAND NILOTES, HAMITES	-Origin of the Highland Nilotes -Causes for their migration -Examples of the highland Nilotes -Settlement patterns of the highland Nilotes -Origin of the Hamites -Examples of the Cushites -Countries occupied by the Hamites -Reasons & Results of their migration	The learner; -Tells any five examples of the highland Nilotes -Tells the reasons why the Hamates migrated	The learner correctly uses the words related to the lesson	-discussion -explanation -Question and answer	Friendship formation Inquiry Drawing Co-operation	Writing Naming	Chalkboard illustration	Comprehensive SST Bk 7 pg 42
	7			OTHER GROUP	-Other groups of people that moved	The learner;	The learner correctly	Discussion	Friendship	-do-	-do-	-do- pg 43-45

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				S OF PEOPLE IN AFRICA	to Africa e.g. Semites – Berbers –Europeans -Tuaregs -Asians e.t.c. -Identifying the people the people of West Africa	-Tells other groups of people found in Africa	uses the words related to the lesson	Explanation	formation Inquiry Drawing Co-operation				
	8			MIGRATION	-definition of migration -Types of migration External migrations Internal migrations -Reasons why people of long ago used to migrate and why people of these days still migrate	The learner; -Defines migration, emigration -Gives any five reasons why people of long ago used to migrate. -tells any six reasons why people these days migrate	The learner correctly uses the words related to the lesson	Question and answer - explanation - discussion	Friendship formation Inquiry Drawing Co-operation	Writing Naming	Chalk board illustration	Comp. Sst Bk 7 page 47-48	
6	1 & 2			TYPES OF MIGRATION	-Defining each type of migration like *Rural-Urban migration *Urban-Rural migration -mentioning the causes of Rural-urban & Rural – rural migration -Stating ways in which urban-rural migration can be encouraged	The learner; -Defines rural-urban migration -Tells any five causes of rural-urban migration -Tells ways in which urban people depend on rural people	The learner correctly uses the words related to the lesson	-do-	Creative thinking Reading Writing	-do-	-do-	Mk SST pg 50-52 New Fountain SST Bk 7 pg 65-70	

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					-Identifying problems caused by Rural-urban migration -Problems faced by urban people due to migration -problems faced by people during their migration							
	3 & 4	LIVING TOGETHER IN AFRICA	FOREIGN INFLUENCE IN AFRICA	THE PORTUGUESE	-country where the Portuguese came from -Reasons for the Portuguese coming and why -They conquered the East African coast -Reasons for the Portuguese success -Decline of the Portuguese rule -Results of the Portuguese rule -Discussing cape colony, cape of storms & how important they were	The learner; -Tells the origin of the Portuguese -States any four reasons for the Portuguese coming to Africa -mentions any five results of the Portuguese rule	The learner correctly uses the words related to the lesson e.g. *success *Portugal *coast	-Discussion -Explanation	Creative thinking Reading Writing	Writing Naming Drawing	Chalkboard illustration	New Fountain SST Bk 6 pg 109-113 MK SST Bk 7 pg 72
	5			THE GREAT TREK	-Definition of Great Trek -The Boers -Causes of the Great Trek	The learner; -defines Great Trek -Tells the ship that the Boers used in sailing	The learner correctly uses the words related to the lesson	-do-	Observation Effective communication Writing	Writing Naming	-do-	MK SST Bk 7 pg 72-73

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					-Results of the Great Trek	-mentions any three results of the Great Trek							
	6 & 7			THE ARABS	-Origin of the Arabs -The countries in Africa occupied by the Arabs -Reasons for their coming to Africa -items introduced (brought) by the Arabs and the ones they took from Africa -Contributions of the Arabs i.e. Positively and negatively -Banyans and Indians , Trade	The learner; -Tells where the Arabs originated from -Gives any three causes of the Arabs migration -Tells ways how the Arabs promoted the welfare of Africans	The learner correctly uses the words related to the lesson	Question and answer - Discussion - Explanation	Love Co-operation Creative thinking	-Writing -Naming -Listing	Chalk board illustration	MK SST Bk 7 pg 74-75	
7	8 & 1			SLAVE TRADE	-How people of long ago were organized -Definition of *slave trade *slavery * Barter trade -participants in slave trade -Reasons why slaves were needed -slave trade markets & evils of slave trade	The learner; -states any three ways the people of long ago were organized -Identifies any three reasons why slaves were needed -mentions any four results of slave trade	The learner correctly uses the words related to the lesson e.g. *Trade *slavery *slave trade *Barter trade	Discussion Practice and Review Explanation	Love Co-operation Creative thinking	Writing Listing	-do-	MK Standard SST for Upper pg 308-311	

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					-Why slave trade was difficult to stop. -Results of slave trade i.e. negative and positive ones								
	2 & 3	LIVING TOGETHER IN AFRICA	FOREIGN INFLUENCE IN AFRICA	TRANS - SAHARAN TRADE	-Definition of Trans-Saharan trade -Organisers of this trade -Items of trade that were involved i.e. imports and exports -means of transport that were involved -Problems faced by traders during the Trans-saharan trade -Results of the Tans-Saharan trade	The learner; -Defines Trans –saharan trade -Tells the items the traders wanted during T.S.T -Mentions any four problems the traders faced in the T.S.T	The learner correctly uses the words related to the lesson e.g. -Trans -saharan -imports -exports	Question and answer Discussion Illustration Explanation	Love Co-operation Creative thinking	Drawing Naming Writing Listing	A chart showing their trade routes	MK SST Bk 7 pg 78-79 Comp SST Bk 7 pg 56-58	
	4 & 5			THE TRIANGULAR OR TRANS - ATLANTIC TRADE	-definition of Trans-Atlantic trade -Reason why it was called triangular trade -items of trade from Europe to West Africa and from Africa to Europe.	The learner; -defines triangular trade -Tells any four items the traders got from Europe -mentions any five effects of the triangular trade	The learner correctly uses the words related to the lesson	Discussion Explanation Question and answer	Love Co-operation Creative thinking	-do-	-do-	MK SST Bk 7 pg 89	

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					-effects of triangular trade -The decline of triangular trade								
	6 & 7			THE WHITE SETTLERS IN SOUTH AFRICA	-Definition of apartheid policy -countries that were occupied by the whites -Groups of foreigners that lived in S. Africa -Definition of Bantustans and Townships -Reasons why they were set up -Examples of the Bantustans and Townships -Ways in which apartheid policy was practiced and promoted in South Africa	The learner; -Defines apartheid policy -states the difference between Bantustans and Townships -Lists down any seven Bantustans that were set up in S.Africa	The learner correctly used the words related to the lesson e.g. *descrimination *apartheid *Racial *racism *Bantustan	Discussion Explanation	Love Co-operation Creative thinking	Writing Listing Naming	Chalkboard illustration	Mk SST Bk 7pg 122 Comp SST Bk 7 pg 73-75	
	8			APARTHIED POLICY IN S. AFRICA	-Ways in which Africans reacted towards apartheid policy -Examples of the political leaders who fought apartheid policy -Political parties that were formed in S. Africa	The learner; -Tells any three ways Africans reacted towards apartheid policy -mentions any two ways in which the world fought	The learner correctly uses the words related to the lesson e.g. *parties *disapproval *Front line states	Question and answer Discussion Explanation	Love Co-operation Creative thinking		Chalkboard illustration	New Fountain SST Bk 7 pg 16	

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					-World' s disapproval to apartheid policy -Frontline states -peace and reconciliation commission	apartheid policy	*peace, reconciliation						
8	1 & 2	LIVING TOGETHER IN AFRICA	FOREIGN INFLUENCE IN AFRICA	EXPLORERS IN AFRICA	-Definition of explorers -examples of the explorers who came to Africa -Reasons why the European explorers came to Africa and their discoveries -Problems faced by the explorers in Africa -Effects(results) of the European explorers	The learner; -Define and explorer -Tells any three reasons why the explorers came to Africa -Identifies any four results of the exploration to Africa	The learner correctly used the words related to the topic (lesson) *explore *explorer *Exploration *Discover	Question and answer Discussion Explanation	Love Co-operation Creative thinking	Writing Listing	A map showing different routes used by explorers	New Fountain SST Bk 7 pg 76-81	
	3 & 4			MISSIONARIES IN AFRICA	-Definition of a Missionary -Examples of the organization under the missionary in Africa e.g. *church Missionary Society *Hoy Ghost the Fathers	The learner; -Defines a missionary -Identifies any four examples of the missionaries who came to Africa -Tells any three negative results of the	The learner correctly uses the words related to the lesson e.g. *Mission *Missionary *Missionaries *station	-do-	Love Co-operation Creative thinking	-do-	Chalkboard illustration	New Fountain SST Bk 7 pg 82-84	

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					*London Missionary Society e.t.c. -Reasons for the coming of Missionaries to Africa -Effects (results) of the Missionary work in Africa -Problems the Missionaries faced while in Africa	Missionary work in Africa	*Language						
	5 & 6			COLONIALISM IN AFRICA	-Definition of *colonialism *colonialists *protectorate *trusteeship territories *colonial powers (masters) *scramble for Africa *Partition of Africa *collaboration *colony *Mandate -Reasons for colonizing Africa (scrambling & partitioning Africa) -methods used to acquire colonies in Africa -Industrial revolution &	The learner; -Defines the terms given e.g. Scramble for Africa -Tells the European powers that scrambled for Africa -Tells any four reasons why European powers scrambled for Africa	The learner correctly uses the words related to the lesson e.g. -scramble -partition -mandate -colony -protectorate	Discussion Explanation Practice and review	Love Co-operation Creative thinking	Listing Writing	A map showing partitioning of Africa	New Fountain SST Bk 7 pg 87-89	

					political division of Africa								
	7 & 8	LIVING TOGETHER IN AFRICA	FOREIGN INFLUENCE IN AFRICA	COLONIALISM IN AFRICA	-Roles played by chartered companies -Berlin conference of 1884-1885 -Decisions of the Berlin conference -Effects of the Berlin conference -Colonial administration policies e.g. *assimilation policy *Indirect rule policy e.t.c -Reasons why Indirect rule was commonly used by the British -Factors that forced colonial powers to give African countries independence -Reasons why Africans failed to resist colonial rule -Africans reaction towards colonial rule -Results of colonialism in Africa.	The learner; -Tells why the GEACo and IBEACo were formed -states any three reasons why the Indirect rule was more used by Britain -states reasons why Africans failed to resist colonial rule -Mentions any four negative and Positive results of colonial rule	The learner correctly used the words related to the lesson e.g. *conference *Berlin *assimilation *failed	Question and answer Discussion Explanation	Love Co-operation Creative thinking	Writing Listing	Chalkboard illustration	Mk SST for upper pg 320-330 New Fountain SST Bk 7 pg 90-92	

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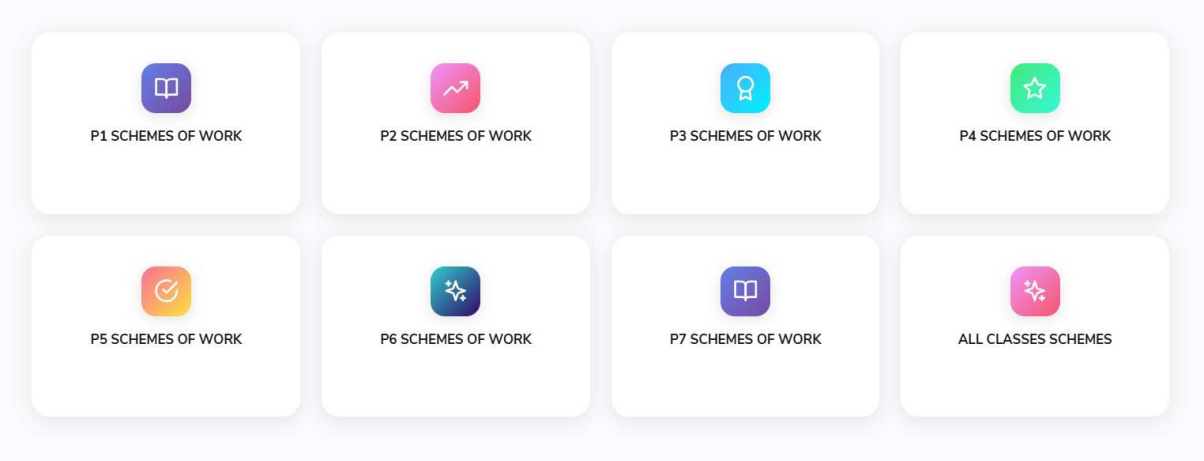
9	1 & 2		THE POPULATION OF AFRICA	POPULATION DISTRIBUTION	-Definition of population -Types of population -Definition of population distribution -Factors that lead to population distribution -Types of population density and its definition	The learner; -Defines population -Tells the types of population -identifies any four factors that can lead to population distribution	The learner correctly uses the words related to the lesson	Discussion Explanation	Love Co-operation Creative thinking	Writing Listing	-do-	MK SST for upper pg 222-225
	3 & 4			POPULATION GROWTH	-Definition of population growth -Factors that leads to population growth -Results the population growth i.e. Negative ones and Positive ones -Ways of controlling a high population	The learner; -Defines population growth -identifies any five causes of population growth	The learner correctly uses the words related to the lesson -population -Birth rates -death rates	Discussion Explanation	Love Co-operation Creative thinking	Writing Naming	Chalk board illustration	-do- 224
	5 & 6			POPULATION CENSUS	-Definition of population census -Information got during census -Reasons why census is carried out -Problems faced by Enumerators	The learner; -Defines population census -states any five information collected during census	The learner correctly uses the words related to the lesson	Discussion Explanation	Love Co-operation Creative thinking	Writing Naming	-do-	-do- pg 226-227
	7 &	LIVING TOGE	POPULATION OF	DENSE & SPARS	-Definition of sparse & dense population	The learner;	The learner correctly uses the	Discussion	Love	Writing Naming	Chalk bo	Teachers own

	8	THERIN AFRICA	AFRICA	E POPULATION	-Factors that lead to sparse and dense population -problems caused by low population and high population	-Defines sparse population -states any five factors that lead to sparse population -Tells any four problems caused by sparse population	words related to the topic	Explanation	Co-operation Creative thinking		ard illustration	collection	
10	1		WEATHER	TYPES /CONDITIONS OF WEATHER	-Definition of weather -Types of weather -Elements of weather	The learner; -Defines weather -Mentions any three types of weather -Identifies the elements of weather	The learner correctly uses the words related to the lesson	Question and answer Discussion Explanation	Love Co-operation Creative thinking	Writing Naming	Environment	MK SST Bk. 6 pg 56	
	2 & 3			ELEMENTS OF WEATHER	-Defining each element of weather -Giving the instrument for measuring temperature and humidity -clouds and examples of clouds -Uses of clouds and their dangers	The learner; -lists any four types of clouds -Tells any four ways in which clouds are useful	The learner correctly uses the words related to the lesson	-do-	Love Co-operation Creative thinking	-do-	-do-	New Fountain SST Bk4 pg 27-30	
	4 &				-Defining rain -types of rainfall -Instrument for measuring rainfall	The learner; -Defines rain	The learner correctly uses the words	Discussion	Love Co-operation	Listing Writing	Chalk board	New Fountain Bk 4	

	5				-Uses and dangers of rainfall	-Tells any three types of rainfall -Mentions any four uses of rainfall	related to the lesson	Discovery Explanation	Creative thinking		illustration	pg 31-34	
	6 & 7				-Defining wind -Weather instrument for measuring wind -Uses and dangers of wind	The learner; -Defines wind -Mentions any four instruments that measure wind -Identifies the uses and dangers of wind	The learner correctly uses the words related to the lesson	Discussion Explanation	Love Co-operation Creative thinking	Listing Naming	-do-	Do- pg 35-38	

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