

P.7 SCHEME OF WORK SST TERM 1-3 2024

WK	P D	THEM E	TOPI C	S/TOPIC	COMPETENCES		CONTENT	METHOD S	ACTIVITIES	LIFE SKILLS/ VALUES	INSTRUCTI ON MATERIALS	RE F
					SUBJECT	LANGUAGE						
1	1	LIVING TOGETHER IN AFRICA	LOCATION OF AFRICA ON THE MAP	Location & position of Africa using major lines of latitude & longitude . - Oceans and seas. - Regions that make up Africa.	The learner: -Locates the position of Africa on the world map using lines of latitudes & longitudes. -Identifies the continents of the world & their sizes. -Names the water bodies that surround Africa. -Identifies the regions that make up Africa. -Lists the countries in each region. -Lists the capital cities of respective countries in each region. -Lists the countries in each region.. Lists the capital cities of respective countries.	The learner correctly uses the following worlds related to the topic: -latitude -longitude -position The learner correctly reads, spells and writes words and sentences using words related to the regions that make up Africa countries found in east region and their capital cities.	Location & position of Africa. - Africa lies between 38°N, 34°S & 16°W, - Lines of latitude that cross Africa. - Line of longitude that crosses Africa. - The world continents and their sizes. - asia -43,608,000 - africa-30,335,000 - north America- 25,349,000 - South America- 17,611,000 - Europe- 10,498,000 - Australia – 8,923,000 - Antarctica – 13,340,000/= - Oceans and seas that surround Africa. - Regions that make up Africa - Countries in each region of Africa and their capital cities. -	Question and answer. Guided discovery Explanation - - -	<ul style="list-style-type: none"> - Locating Africa on the world map. - Drawing the map of the world. - Identifying major lines of latitudes and longitudes that pass through Africa. - Naming the continents of the world. - Naming seas & Oceans that surround Africa. - Stating the directions of other continents oceans and seas from Africa. - Listing the countries in each region of Africa & their capital cities. - Listing islands which are part of Africa. 	<ul style="list-style-type: none"> - Cooperation - Appreciation - love - sharing 	<ul style="list-style-type: none"> - Globe Atlas - Map of Africa - Text books. 	<ul style="list-style-type: none"> - New fountain social studies pupils bk. 7 page i. Curriculum page 295. Mk standard s.st pupils bk.7 page 2-3. New fountain social studies pupils bk., 7 and 6
	2			Islands which are part of Africa.	-Lists islands which are part of Africa.		<ul style="list-style-type: none"> - Islands which are part of the Africa. - Other features connected to Africa. 					

WK	2 P D	THEME	TOPIC	S/TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS/VALUES	INSTRUCTION MATERIALS	REF
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2	3 4 & 5	LIVING TOGETHER IN AFRICA	PHYSICAL	TYPES & EXAMPLES OF PHYSICAL FEATURES	The learner; -Name & locates the major physical features of Africa beyond East Africa.	The learner correctly uses the following words related to the topic. -depression	-Types of physical features -Examples of physical features -Relief features - Mountains - The plateau - The rift valley	Question and answer	Identifying major physical features on the map of Africa. - Locating major physical features on the map of Africa. - Location the physical features of Africa region by region. - Drawing the map of African showing major physical features. - Drawing diagrams illustrating the formation of major physical features in Africa.	Effective communication. Critical thinking.	Diagrams drawn on charts. Text books Atlas.	15
3	1 & 2		Features of Africa	Formation of physical features		- coastal plain -island drainage -delta	Drainage features. - Lakes, Rivers, swamps. Formation of major physical features of Africa. - Volcanicity - Folding - down warping			- -	- -	-New fountain S.ST p' pls bk 7 pg 8 -17. Mk standard S.,ST ppls bk 7 pages. 15 -30. Primary 7 curriculum pages 297 - 298
			CLIMATE OF AFRICA	WEATHER	The learner: - Identifies the climatic regions of Africa and their characteristic.	The learner uses words correctly.	- Revision of weather. - Review of climate in Uganda and East Africa.		- Defining weather. - Stating elements, type or conditions of weather.	Problem solving -Critical thinking.	text books	P.5 S.ST TEXT

				climatic regions of Africa	The learners: - Identifies the factors that influence the climate of Africa.	The learner correctly uses the following to the topic; - Climate + - weather - altitude - humidity - temperature	Climate regions. - Mediterranean - Temperature - Desert / semi desert - Tropical - Equatorial - Montaigne Factors that influence climate - Distance from water bodies - Prevailing winds - Altitude / relief - Human activities - Vegetation cover - Latitude - Ocean currents.	Question & answer. Guided discussion	- Defining worlds / terms related to weather and climate. - Drawing the map of Africa showing climatic regions.	- Critical thinking - Effective communication. - Problem solving.	atlas Textbooks.	- New fountain S.ST PUPILS BK. 7 PAGFE 18-32
WK	P D	THEM E	TOPI C	S/TOPIC	COMPETENCES		CONTENT	METHOD S	ACTIVITIES	LIFE SKILLS/ VALUES	INSTRUCTIO N MATERIALS	REF
		Living together in Africa.	Climate of Africa	FACTORS THAT INFLUENCE THE CLIMATE OF AFRICA	SUBJECT - Climate - Weather - Altitude - Humidity - temperature - The learner spells, reads and pronounces words correctly.	LANGUAGE - The learner spells, reads, & pronounces words correctly.	Factors that influence climate. - Distance from water bodies. - Prevailing winds. - Altitude relief. - Human activities - Vegetation cover. - Latitude - Ocean currents.	Question & answer Guided discussion.	- Defining words / terms. related to weather - Drawing the map of Africa. - Drawing the map of Africa showing climatic regions. - Drawing charts and tables for different climatic regions.	- Critical thinking. - Effective communication - Problem solving.	- Atlas - Text books.	New fountain S.ST PPS BK 7 PG 18 -32 - Mk standard S.ST PPS BK

				Influence of climatic on human activities	Explains how climate influence human activities. Describes how human activities affect climate		Economic activities carried out in different climatic regions. Human activities that influence climate, positively & negatively.		Drawing a map of Africa showing prevailing winds and ocean current. Explaining how each factor influence the climate of an area. - Identifying the different activities done in different activities done in different climate regions.				Primary seven curriculum pages 301-304.
			Vegetation of Africa	Vegetation in Uganda.	The learner: -Locates and names the types of vegetation in Africa. - Explains the importance of vegetation to people & animals.	The learner correctly uses the following words related to the topic - natural - planted - nature velds The learner	Revision of types and examples. Vegetation zones: - Equatorial forests. - Mangrove forests. - Montane - Temperate grasslands of south Africa (velds) - Savannah vegetation. - Mediterranean vegetation Factors that influence vegetation distribution. - Climate - Nature of soil. - Human activities - Relief /altitude - Drainage	Guided discussion	- Naming the types of vegetation. - Stating the vegetation zones in Africa. - Describing factors influencing vegetation. - Distribution factors Influencing vegetation. - Identifying the problems faced by game parts to people & animals. - Explaining the problems faced by game parks.				

				<p>Vegetation zones in Africa</p> <p>factors that influence vegetation distribution</p> <p>Tourism</p>	<p>Describes factors that influence vegetation distribution Africa.</p> <ul style="list-style-type: none"> - Explains the importance of vegetation to people & animals. - Explains why animals live in different vegetation zones. - Explains the importance of game parks. - Identifies the animals found in different vegetation zones. - Outlines the effects of population on vegetation. 	<p>correctly uses the following words related to the topic;</p> <ul style="list-style-type: none"> - game park. - tourism - game reserve - game rangers - habitat - game warden 	<p>Vegetation zones</p> <ul style="list-style-type: none"> - Equatorial forests. - Mangrove forests - Mountane - Temperature grasslands of south Africa (yelds) <ul style="list-style-type: none"> - Game parks and reserves in Africa. - Caring for wild animals. - Animals found in different vegetation zones. - population distribution - relation to vegetation. - Effects of population on vegetation. 		<ul style="list-style-type: none"> - Identifying animals that graze in different vegetation areas. - Identifying vegetation with a sparse or dense population. - Discussion the effects of a big and small population. - Discussing the effects of a big and small population on vegetation. 				<ul style="list-style-type: none"> - Mk. standard S.ST PUPILS BOOK 7 PAGES 48 -63. - P.7 CURRICULUM PAGES 306 - 309
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TERM II

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			Foreign influence in Africa	foreign groups in Africa	The learner; -Mentions the foreign groups that came to Africa.	The learner; -Correctly uses the following words related to the topic i.e. explorer	Groups of foreigners in Africa - Arab traders. Persian / Indian traders European explorers -missionaries - colonialists	Question and answer	Listing foreign groups that came to Africa. Discussing the formation of trading companies.	Creative thinking. Effective communication.	Text books	Primary seven curr. pg. 316-320
W K	P D	THEME	TOPIC	S/TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS/ VALUES	INSTRUCTION MATERIALS	REF
					SUBJECT	LANGUAGE						
		LIVING TOGETHER IN AFRICA.			<p>Outline the reasons for the coming of Europeans, explorers into Africa.</p> <p>-Discussion problems faced by explorers.</p> <p>-Discusses the effects of traders & colonialists.</p> <p>Explains the great trek, its causes and effects.</p> <p>Discuss the methods used to acquire and administer colonies.</p>		<p>- Settlers Reasons for the coming of Europeans explorers into Africa.</p> <p>- Problems faced by explorers in Africa.</p> <p>- Effects of European explorers</p> <p>- European traders in Africa.</p> <p>- Reasons for the coming of traders into Africa.</p> <p>- Effects of Europeans missionaries, in Africa.</p> <p>- Colonialists (scramble and partition of Africa.</p> <p>Case study. The great trek.</p> <p>- Effects of foreign influence</p> <p>- Methods used to acquire & administer colonies.</p> <p>- ways Africans reacted to colonial rule.</p>	<p>Question and answer.</p>	<p>- Giving reasons why different groups of Europeans came to Africa.</p> <p>- Discussing problems faced by explorers.</p> <p>- Discussing colonialists.</p> <p>- Discussing the great trek.</p> <p>- Discussion the effects of foreign influence on the people of Africa.</p>	<p>Effective communication</p>	Text books	<p>Primary seven curri. pages 316-320</p> <p>New fountain S.ST pupils book 7 pages 63-104</p> <p>ML standard 8 set pupils book 7 77-102</p>

			Nationalism and the road to independence of Africa.		<p>The learner;</p> <ul style="list-style-type: none"> - Discusses pan Africanism and nationalism. - Explains the work of pan-africanists and nationalists - Identifies countries that were not colonized in Africa and reasons why they were not colonized. - Discusses reasons why Africans wanted independence. 	<p>The learner:</p> <p>Correctly uses the following words related to the topic.</p> <ul style="list-style-type: none"> - Nationalism - Pan-Africanism - Patriotism - Independence - Freedom - Detention - Discrimination - Resources - Oppression - Equality - Dignity 	<p>Meaning of Pan-Africanism. Pan-Africanists, nationalism, patriotism, nationalists.</p> <ul style="list-style-type: none"> - The work of Pan-Africanists & nationalists. - African countries that were not colonized and why they were not colonized. - Reasons why Africans wanted independence. - Leading personalities who fought for African's independence. - African's Nationalists - Methods used by nationalists in their struggle. - Problems Pan-Africanists faced in their struggle. 	<p>Question and answer.</p> <ul style="list-style-type: none"> - Role playing - Guided discussion 	<ul style="list-style-type: none"> - Discussing the meaning of new words./ - Discussing problems faced by Pan-Africanists & nationalists. - Discussing reasons why ethopia & Liberia were not colonized. - Stating reasons why African wanted independence. - Mentioning the key personalities who fought for African's independence. - Listing the leading nationalists in Africa who fought for independence in their countries. 			
W K	P D	THEME	TOPIC	S/TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS/VALUES	INSTRUCTIONAL MATERIALS	REF
					SUBJECT	LANGUAGE						
		LIVING TOGETHER IN AFRICA.	Nationalism & the road to independence.		<ul style="list-style-type: none"> - Identifies personalities who fought for Africa's independence - Discusses the methods used to gain independence - Identifies the problems encountered on the road to independence 		<ul style="list-style-type: none"> - Problems nationalists faced in their struggle. 	<ul style="list-style-type: none"> - Question and answer. - Role playing - Guided discussion 	<ul style="list-style-type: none"> - Self esteem - Assertiveness - Self awareness - Effective communication 	Text books		<p>New fountain S.ST PUPILS BOOK 7</p> <p>PAGES 105 – 126</p>

					<p>The learner;</p> <ul style="list-style-type: none"> - Discusses the advantages and disadvantages of multi party and party system of government. 	<p>The learner correctly uses the following words related to the topics;</p> <ul style="list-style-type: none"> -political party -multiparty - single party - human rights. 	<p>Advantages of multi-party system.</p> <ul style="list-style-type: none"> - Disadvantages of a multi-party system. - Advantages of a single party system. - Disadvantages of a single party system. 	<p>Guided discussion</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Discussing the advantages and disadvantages of multi-party system. - Discussing the advantage and disadvantages of single party system. 	<p>Self esteem</p> <ul style="list-style-type: none"> - 	<p>Text books</p> <p>New papers</p>	<p>-P.7 curr. page 325-326</p> <p>Mk standard S.ST PUPILS</p> <p>BK 7 PATE123-125</p>
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TERM III

W K	P D	THEM E	TOPI C	S/TOPIC	COMPETENCES		CONTENT	METHOD S	ACTIVITIES	LIFE SKILLS/ VALUES	INSTRUCTIO N MATERIAL S	REF
					SUBJECT	LANGUAGE						
			POST INDEPENDENT AFRICA		The learner; - Explains why OAU was formed. - States achievement & failures of OAU - Explains why AU was formed. - Gives the challenges of AU and possible solutions. - States the functions of regional economic groupings.	The learner correctly uses the following words related to the topic; - Unity - founder - objective - failure - apartheid - policy - dependence - funds - market - community - development - co-operation	Formation of OAU - When and why it was formed. - Founder members - Objectives - Functions of OAU - Achievements of OAU - Failures of OAU - Formation of AU and its objectives. - Organs of AU - Challenges of AU - Possible challengers. Regional economic groupings. - Advantages and disadvantages economic co-operation. - Ways of solving problems faced by economic groupings.		- Discussing why OAU was formed - Explaining the objectives of OAU. - Discussing the achievement and failures of OAU - Discussing the formation of OAU - Identifying reasons why regional economic groupings were formed.	- Problem solving - Friendship formation - Effective communication - Non-violent conflict resolution.		- Primary seven curriculum page 329 - New fountain pupils book 7 127-146 - Mk-standard SST available book 7 pages 127-140
			Economic development in Africa.	Major economic resources in Africa	The learner -Identifies major resources of Africa & explains how each contributes to economic development.	The learner correctly uses the following words related to the topics. -resources -natural -renewable -non-renewable	Major economic resources -Land and soils - minerals - Animals - People - Vegetation, climate - water Problems faced in the utilization of resources., Care for our resources	Questions and answer	- Discussing major economic resources of Africa. -Explaining how people use natural resources within their environment to develop.	-Critical thinking -Creative thinking -Effective communication.	School environment	Mk. Standard S.ST PPS BK 7 PG. 141-146 -Primary seven curl. page 336
W	P	THEM	TOPI	S/TOPIC	COMPETENCES		CONTENT	METHOD	ACTIVITIES	LIFE	INSTRUCTIO	REF

K	D	E	C				S		SKILLS/ VALUES	N MATERIAL S	
					SUBJECT	LANGUAGE					
		LIVING TOGETHER IN AFRICA.	ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	Identifies major economic development in Africa. (case studies)	Correctly uses the following words to the topic. - drilling - nomadism - irrigation - industrialization - tourism - lumbering	case studies - Nigeria - Libya - Sudan - Democratic Republic of Congo - Uganda. ✓ climate ✓ oil drilling ✓ farming ✓ nomadism ✓ HEP projects ✓ industrialization ✓ tourism ✓ irrigation ✓ lumbering ✓ trade & transport	Question and answer	- Identifying major economic activities in case study countries. - Comparing economic activities carried out in case study countries with uganda.		Mk. Standard S.ST PUPULS BK 7 146-177 New fountain S ST Doc blr 7.157
				Africa's challenges	- Identifies challenges affecting economic development in Africa & their solutions.	Correctly uses the following words related to the topic; -poverty -ignorance -mortality -teenage - contraceptive technology	Africa's challenges -Social challenges -Economic challenges -Social challenges Possible solutions to the above problems.		Discussing Africa's challenges & possible solutions.		

			MAJOR WORLD ORGANISATIONS	Formation of the united nations.	The learner; -Explains how the two world wars led to the formation of the united nations & how it works. -Describes the membership of the UN -Identifies the organs of the UN. -Identifies the importance of the UN.	The learner correctly uses the following words related to the topic; -agency -nation -human rights -dignity -slavery -slave trade -violate -nationality	Formation of the united Nations - Origin - objectives - functions Membership of the UN Organs of the united nations Importance of the United Nations. - Agencies of the UN. i.e. FAO, UNESCO, UNICEF etc Human rights in the UN charter The common wealth of nations. -		-Explaining briefly how the two world wars led to the formation of the UN. -Explaining why the United Nations was formed. -Describing the membership of the UN. -Identifying the organs of the UN. -Stating the agencies of the UN.			P.7 Curriculum Page 342. New fountain SST BK 7 PGE 204-218
W K	P D	THEM E	TOPI C	S/TOPIC	COMPETENCES		CONTENT	METHOD S	ACTIVITIES	LIFE SKILLS/ VALUES	INSTRUCTION MATERIAL S	REF
					SUBJECT	LANGUAGE						
					Identifies the agencies of the UN and their functions. -Outlines the human rights stated in the UN charter. -Discusses the functions of the common wealth of Nations. -Identifies the challenges of the UN and the common wealth.		- Membership - Functions of the common wealth of Nations. - Comparison of the activities of the UN and common wealth of Nations. - Challenges of the UN and common wealth.		Outlining the human rights stated in the Un charter. - Identifying members of the common wealth. - Giving the challenges of the UN and common wealth.			Mk standard social studies ppls bk 7 178 - 194