

SOCIAL STUDIES SCHEME OF WORK PRIMARY SEVEN TERM TWO 2024

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.*

W K	P D	THE ME	TOPIC	SUB TOPIC	CONTENT	COMPETENCES		METHO DS/TE CHNIQ UES	ACTIVITY	INDICATORS OF LIFESKILLS & VALUES	T/L AIDS	REF	R E M
						SUBJCET	LANGUAGE						
1	1 & 2	LIVIN & TOG ETH ER IN AFRI CA	NATION ALISM AND THE ROAD TO INDEPE NDENC E OF AFRICA	NATION ALISM	-Meaning of Pan- Africanism, Pan Africanist, Nationalism, Nationalists, Patriotism -The work of Pan- Africanists and nationalists -African countries that weren't colonised -Reasons for maintaining their independence	The learner, *Discusses Pan Africanism and nationalism *Explains the work of Pan-Africanists *Identifies the countries that were not colonised in Africa. *Discusses reasons why that weren't colonised.	The learner, Correctly uses the following words related to the topic *Nationalism *Pan- Africanism *Patriotism *Independenc e *Freedom *Detention	- Expla nation - Discu ssion	Discussing the meaning of Pan Africanism, Pan Africanists, nationalist, nationalism	Effective communica tion Self awareness Self esteem Forgiving others Assertivene ss	Chal kboa rd illust ratio n	Curric ulum teache r guide pg 497	
	3 & 4				-The origin of Pan- Africanism in USA. -Earliest leaders of Pan- Africanism e.g. *Booker Washington *J.E.K Aggrey	The learner, -Identifies the personalities who fought for Africa's independence and Pan Africanism	The learner correctly uses these words *Resources *Discriminati	Discu ssion Expla nation	Stating reasons why Africans wanted independen	Fluency Audibility Talking about one's self Being open	Chal kboa rd illust ratio n	MK SST Bk.7 and Trs Guide	

					<p>*Dr. William Dubois e.t.c</p> <ul style="list-style-type: none"> -Reasons why Africans demanded for their independence. -Personalities that fought for independence and their home countries -The Road to independence of some African countries -Methods used in the struggle for their independence 	<ul style="list-style-type: none"> -Discusses the reason why Africans wanted independence -Identifies the leading nationalist who fought for independence -Discusses the methods used to gain independence. 	<ul style="list-style-type: none"> on *Oppression *Equality *Dignity *Freedom 		<ul style="list-style-type: none"> ce -Drawing a map of Africa showing African independent states and their former colonial masters. 			BK.7 pr 196-198	
	5 & 6				<p>Apartheid Policy.</p> <ul style="list-style-type: none"> -Definition of apartheid policy -Ways in which apartheid was promoted -Reactions towards apartheid policy by Africans -World's disapproval about apartheid policy 	<p>The learner's</p> <ul style="list-style-type: none"> -Define apartheid -identifies the personalities who fought apartheid policy -mentions the homelands for the Blacks in South Africa 	<p>The learner uses these words</p> <ul style="list-style-type: none"> -Apartheid -Races -Racial -Discriminate -segregation 	<p>Question and answer</p> <p>Discussion</p> <p>Explanation</p>	<p>Listing the example of Bantu stans</p>	<p>Fluency</p> <p>Being open</p> <p>Expressing our point of view</p> <p>Talking about self.</p>	<p>Chal kboard illustration</p>	MK SST Bk.7 pg 96-98	
	7 & 8				<ul style="list-style-type: none"> -Problems Pan-Africanists & nationalists faced in the struggle for independence -Multi-party system and its definition -Advantages and disadvantages of the multi-party system -single party system -Advantages and disadvantages of single party system. 	<p>The learner,</p> <ul style="list-style-type: none"> -Discusses the advantages and disadvantages of multi party system and single party system 	<p>The learner correctly uses these words.</p> <ul style="list-style-type: none"> *Political party *Multi-party *Single Party *delegation *Hierachy *leadership *corruption *Dictatorship *petition e.t.c 	<p>Explanation</p> <p>Discussion</p>	<p>Discussing the advantaged of multi-party system and single party system</p>	<p>Confidence</p> <p>Working in groups acceptance</p>	<p>Chal kboard illustration</p>	Mk SST Bk.7 pg 196-198	
2	1		POST	ORGAN	-Formation of O.A.U	The learner;	The learner	Expla	Discussing	Logical	-do-	Mk	

<p>& 2</p>		<p>INDEPENDENCE AFRICA</p>	<p>INTERNATIONAL AFRICAN UNION (o.a.u)</p>	<p>-Why it was formed -Objectives of OAU -Achievements failures (problems) that OAU faced -solutions of the OAU -Founder members of OAU and states -Organs of the OAU and their function. -Prospects of the OAU</p>	<p>Explains why OAU was formed -Identifies the founder members of OAU -Lists the organs of OAU</p>	<p>correctly uses these words correctly. -Unity -Founder -challenge -objective -Failure The learners uses the words correctly like Apartheid , funds, policy, dependence</p>	<p>nation Discussion</p>	<p>why OAU was formed, its founder members and objective. Describing the organs of O.A.U -Listing the founder members of OAU</p>	<p>flow of ideas Verbal Negotiating sharing</p>		<p>SST Bk.7 pg 101 New Founta in Bk.7 pg 130</p>
<p>3 & 4</p>			<p>AFRICAN UNION (A.U.)</p>	<p>-Formation of AU -Founder members of AU -Reasons why it was formed -Major organs of the AU -Functions of the AU organs -Future prospects of the AU -Factors hindering co-operation in Africa.</p>	<p>The learner, -Identifies the founder members of AU. -Identifies reasons why AU was formed -Identifies the organs of AU -mentions the chairperson of AU</p>	<p>The learner uses these words e.g. *Form *member *organs *future *co-operation *working together</p>	<p>- Discussion - Inquiry - Explanation</p>	<p>-Listing the Founder members of A.U -Naming the organs of AU -Listing the factors hindering co-operation in Africa</p>	<p>Articulation Concern Evaluating Accuracy</p>	<p>Text books Text books</p>	<p>New Founta in SST Bk. 7 pg133-134 New Founta in SST Bk.7 pg 137</p>
<p>5 & 6</p>		<p>POST INDEPENDENCE AFRICA</p>	<p>REGIONAL BODIES IN AFRICA</p>	<p>-Definition of Regional Economic grouping. -Examples of the regional bodies e.g. *COMESA *ECOWAS *SADC e.t.c. -State another word for Regional economic</p>	<p>The learner; -lists down the examples of the regional bodies -Defines regional bodies</p>	<p>The learner correctly uses these words *market *community *co-operation *Development</p>	<p>- Practice and Review Discussion</p>	<p>Listing the regional economic grouping in Africa</p>	<p>Confidence Fluency Working in groups using appropriate language</p>	<p>Chalkboard illustration</p>	<p>Mk SST Bk.7 pg 108-109 New Founta</p>

					grouping. -General objectives of the Regional bodies -Advantages and disadvantages of co-operation			Explanation				in SST Bk.7 pg 138-140	
	7 & 8			COMESA	-writing COMESA in full -its former name -The headquarters of COMESA -Reasons why COMESA was set up -The member states of COMESA -Ways in which member states benefits from it. -Identify the problems COMESA faces.	The learner; -Identifies the member states of COMESA -Tells the first name of COMESA -states the reason why it was formed	The learner uses these words correctly *market *community *co-operation	Discussion Explanation	Drawing a map of Africa showing the member states of COMESA	Audibility Taking decision Sharing	Text books	New Founta in SST Bk.7 pg 138-140	
3	1 & 2			SADC	-When it was formed -Its first name -Writing SADC in full -Member states -Reasons why it was formed -Ways in which the member states have benefited from SADC -Identify the problems it faces	The learner; -tells the first name of SADC -states the reasons why SADC was formed -Identifies the member states of SADC	The learner correctly uses these words *market *community *co-operation	Question and answer Explanation	Drawing the map of Africa showing the member states of SADC.	Fluency Confidence Working in groups	Text books	New Founta in SST BK.7 pg 140-141	
	3 & 4			ECOWAS	-Discuss when it was formed -state its member states -Its military wing -State the aims of forming ECOWAS -Identify the problems it faces	The learner; -tells the year when ECOWAS was formed -Lists down the member states of ECOWAS	The learner correctly uses these words e.g. *market *community *co-operation	Discussion Explanation	Drawing the map of Africa showing the member states of ECOWAS	Articulation Using polite language Evaluating	Text books	New Founta in SST Bk.7 pg 142-143	
	5		POST	REGIO	E.A.C	The learner;	The learner	Discu	Listing the	Accuracy	Chal	Mk	

	& 6		INDEPENDENCE IN AFRICA	NATIONAL BODIES IN AFRICA	<ul style="list-style-type: none"> -When it was formed -Discuss when it was formed -How it was called before -services and departments run by the East African High commission -Founder members of the EAC 	<ul style="list-style-type: none"> -Defines a common market -states the reason for setting up the EAHC -Tells the founder members of EAC 	<ul style="list-style-type: none"> uses the words correctly e.g. *market *community *co-operation 	<ul style="list-style-type: none"> ssion Explanation 	<ul style="list-style-type: none"> services and departments of EAHC 	<ul style="list-style-type: none"> Concern Negotiation 	<ul style="list-style-type: none"> k board illustration 	<ul style="list-style-type: none"> SST Bk.6 pg 166-167 	
	7 & 8				<ul style="list-style-type: none"> -Objectives for forming the EAC -services provided by the EAC -Problems (causes) for the collapse of the EAC. -Heads-of state by the time the EAC collapsed -East African Co-operation -Discuss when it was revived & the Heads-of state that revived it. 	<ul style="list-style-type: none"> The learner; -states the reasons why the EAC was formed in 1967 -states the causes for the collapse of the EAC -Tells ways in which Amin Dada contribute to its collapse. 	<ul style="list-style-type: none"> The learner uses the words correctly e.g. *community Market *co-operation 	<ul style="list-style-type: none"> - Practice and Review - Discussion Explanation 	<ul style="list-style-type: none"> Stating the causes for the collapse of the EAC 	<ul style="list-style-type: none"> Fluency Sharing Acceptance 	<ul style="list-style-type: none"> Chalkboard illustration 	<ul style="list-style-type: none"> MK SST BK.6 pg 169-170 	
4	1 & 2				<ul style="list-style-type: none"> -Reasons for the revival of the EAC in 1994 -The area where its headquarters are found. K.B.O -Discuss when it was formed. -state the objectives for its formation -Name the trading partners -state the achievements of K.B.O -Identifies the problems (failures) of K.B.O 	<ul style="list-style-type: none"> The learner; -states the reasons why the EAC was formed. -Identifies the member states of K.B.O -Mentions the achievements of K.B.O 	<ul style="list-style-type: none"> The learner uses the words correctly e.g. *community *market *co-operation 	<ul style="list-style-type: none"> Discussion Explanation 	<ul style="list-style-type: none"> Discussing the achievements of K.B.O 	<ul style="list-style-type: none"> Confidence Responsibility Articulation 	<ul style="list-style-type: none"> -do- 	<ul style="list-style-type: none"> New Fountain in SST Bk.7pg 145-146 	

3 & 4		POST INDEPE NDENC E IN AFRICA	REGIO NAL BODIES	-Advantages of regional bodies. e.g. -They create friendship and unity among the member states -They promote development -They provide information to the member states e.t.c Disadvantages (problems) facing regional bodies e.g. *Lack of funds *They are too large to manage *Political instability e.t.c.	The learner; -states the advantages of economic grouping -suggest the problems affecting the regional economic groupings	The learner uses the words correctly e.g. *community *market *co-operation	Discu ssion Expla nation	Suggesting the ways in which regional bodies are of importance to the member states	Confidence Sharing Audibility Using appropriate	Chal kboa rd illust ratio n	New Founta in SST Bk.7 pg 147- 148	
5 & 6		ECONO MIC DEVEL OPMEN T IN AFRICA	MAJOR ECONO MIC RESOU RCES OF AFRICA	-Definition of Resources -Types of resources and their definition -Examples of resources in Africa	The learner; -Defines resources *Natural resources Identifies the types of natural resources -mention the examples of resources in Africa	The learner correctly uses the following words -Resources -natural resources	*pract ice and Revie w *Disc ussio n *Expl anatio n	Discussing the major resource of Africa	Meaningful ness Articulation Sharing Love Care	-do-	Mk SST Bk.7 pg 115	
7 & 8				LAND- Types of land -Uses of land to people MINERALS- Definition of Minerals -Types of minerals -Examples of minerals -Ways in which minerals are useful. ANIMALS – Types of animals	The leaner; -states the uses of land to people -Lists down the examples of minerals and ways in which they are useful. -Tells ways in which Animals are useful to people	The learner correctly uses the following words e.g. *Minerals *Resources *Grasslands *natural resources	Practi ce and Revie w Discu ssion Expla	Listing ways in which the resource are useful to people	Fluency Responsibil ity Working in groups	-do-	Mk SST Bk.7 pg 114- 115	

					<ul style="list-style-type: none"> -Examples of each type of animal -Ways in which those animals are useful and dangerous GRASSLAND -Types of grassland <ul style="list-style-type: none"> -Uses of grasslands and forests -Ways in which climate is useful WATER - Used of water <ul style="list-style-type: none"> -sources of water 	<ul style="list-style-type: none"> -States the uses of grasslands to people 		nation					
5	1 & 2		ECONOMIC DEVELOPMENT IN AFRICA	<ul style="list-style-type: none"> -Problems faced in the utilization of resources -Ways of caring for our resources 	<p>The learner;</p> <ul style="list-style-type: none"> -discusses the problems faced in the utilization of resources -Identifies the ways of caring for our natural resources 	<p>The learner uses correctly these words e.g.</p> <ul style="list-style-type: none"> *Resource *natural resource 	Discussion Question and answer	Discussing ways of caring for the resource	Fluency Sharing Audibility Concern	Chalkboard illustration	Mk SST Bk.7 pg 114		
	3 & 4		MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<p><u>NIGERIA</u></p> <ul style="list-style-type: none"> -Its location in Africa -People found in Nigeria *neighbours of Nigeria -Climate region in which it lies *<u>Farming</u> -crops grown in Nigeria e.g. Palm oil, cocoa, cotton, coffee, g.nuts -Animals reared in N.Nigeria i.e cattle, sheep, goats (pastoralism) <u>Palm oil growing</u> *conditions necessary for Palm oil growing *Ways in which it is 	<p>The learner;</p> <ul style="list-style-type: none"> -identifies the major economic activities carried out in Nigeria. -State the crops grown in Nigeria -Identifies the tribe in Nigeria that carries our pastoralism -states the uses of Palm oil. 	<p>The learner</p> <ul style="list-style-type: none"> uses the words correctly e.g. -Irrigation -farming -nomadism - Transhumance 	Question and answer Explanation	Identifying the economic activities done in Nigeria	Confidence Sharing Negotiating	Chalkboard illustration	Mk SST BK.7 pg 194-197		

					<p>harvested</p> <p>*uses of Palm Oil</p> <p>*Problems facing Palm oil growing in Nigeria</p>							
5 & 6				<p>OIL DRILLING</p> <p>-Machine used in drilling oil</p> <p>-Formation of oil</p> <p>-Explaining porous and non-porous rocks</p> <p>-Areas in Nigera where oil is crilled from and how it is processed</p> <p>-Definition of an oil refinery</p> <p>-Products got from petroleum oil</p> <p>-Processes & columns in which crude oil is heated.</p> <p>-Trading partners of Nigeria</p> <p>Downloaded from www.mutoonline.com</p> <p>Downloaded from www.mutoonline.com</p>	<p>The learner;</p> <p>-Discusses ways in which oil was formed</p> <p>-Tells the area in Nigeria where most oil refineries are found</p> <p>-Identifies the products got from oil</p>	<p>The learner correctly uses the words related e.g. Machine, porous, drilling, refinery, process</p>	<p>Discu ssion</p> <p>Expla nation</p>	<p>Describing ways in which oil was formed</p>	<p>Logical flow of ideas</p> <p>Accuracy</p> <p>Sharing</p>	-do-	<p>Mk SST Bk.7 pg 198-200</p>	
7 & 8	ECONO MIC DEVEL OPMENT IN AFRICA	MAJOR ECONO MIC DEVEL OPMENT IN AFRICA	<p>OPEC</p> <p>-stating it in full</p> <p>-member states of OPEC in Africa and outside Africa.</p> <p>-Objectives for setting up OPEC</p> <p>-Examples of the oil companies in Uganda</p> <p>-Ways in which oil drilling is important to any country</p> <p>-Ways in which oil mining (drilling) in Nigeria has contributed positively and negatively.</p>	<p>The learner;</p> <p>-writes OPEC in full</p> <p>-Identifies the member states of OPEC</p> <p>-states the main objectives for setting up OPEC</p> <p>-Tells ways in which oil drilling is important to a country</p>	<p>The learner correctly uses the following words e.g. *company *Drilling *Industrialisti on</p>	<p>Discu ssion</p> <p>Disco very</p> <p>Expla nation</p>	<p>Listing the oil companies in Uganda</p>	<p>Articulation</p> <p>Confidence</p> <p>Sharing</p>	<p>Chal kboa rd illust ration</p>	<p>Mk SST Bk.7 pg 201</p>		

6	1 & 2			<p>Industrialisation in Nigeria</p> <ul style="list-style-type: none"> -Definition of Industrialisation -Types of industries -Factors that are promoting industrialization in Nigeria -Importance of industrialization => H.E.P project along R. Niger was started in 1957 and constructed a dam called Kainji Dam. -Benefits of the Dam -similarities and differences between Nigeria and Uganda 	<p>The learner;</p> <ul style="list-style-type: none"> -defines industrialisation -Identifies the factors that have promoted industrialisation in Nigeria -States ways in which Kainji Dam has benefited the Nigerians 	<p>The learner correctly uses these words e.g.</p> <ul style="list-style-type: none"> *industry *Industrialisation *Power *Benefits 	<ul style="list-style-type: none"> - Discovery Inquiry Explanation 	<p>Listing the factors that have promoted industrialisation</p>	<p>Verbal Logical flow of ideas Working in groups Using appropriate language</p>	<p>Chalkboard illustration</p>	<p>Mk SST Bk.7 pg 202</p>
	3 & 4			<p>LIBYA</p> <ul style="list-style-type: none"> -its location -people found in Libya -Neighbouring countries of Libya -Libya's economy -other minerals mined in Libya e.g Salt, Natural gas, Potash -Agriculture in Libya -Libya's climate 	<p>The learner;</p> <ul style="list-style-type: none"> Identify the part of Africa where Libya is found. -Tells the neighbouring countries of Libya -compare Libya and Nigeria in terms of <ul style="list-style-type: none"> *climate *population *Economy 	<p>The learner correctly spells the words e.g.</p> <ul style="list-style-type: none"> *Location *economy *minerals 	<ul style="list-style-type: none"> - practice and Review Discussion Explanation 	<p>Drawing Libya's map and its neighbours</p>	<p>Audibility Sharing Co-operation</p>	<p>Text books</p>	<p>Mk SST Bk.7 pg 204-205</p>
	5 & 6	ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<p>OIL PRODUCTION IN LIBYA</p> <ul style="list-style-type: none"> -people who studies rocks -Definition of:- <ul style="list-style-type: none"> *oil fields *off shore oil fields 	<p>The learner;</p> <ul style="list-style-type: none"> -Tells the people who studies different rocks -Defines these terms <ul style="list-style-type: none"> *Drilling *oil wells 	<p>The learner correctly spells the words e.g.*Drilling</p> <ul style="list-style-type: none"> *oil wells *fields 	<ul style="list-style-type: none"> Question and answer Discovery 	<p>Listing the benefits of the oil industry to the countries</p>	<p>Self awareness Taking decision Negotiating</p>	<p>Chalkboard illustration</p>	<p>MK SST BK.7 pg 205-208</p>

					<ul style="list-style-type: none"> *Crude oil *Drilling *Oil wells -Ways of transporting oil from oil wells -Terminal centres -Reasons why Libya's oil was on high demand -Trading partners of Libya -Benefits of the Oil Industry in Libya -Problems caused by the oil industry. 	<ul style="list-style-type: none"> *oil fields -Tells ways in which oil is transported from oil wells to the refineries -Identifies ways in which oil mining is important to any country 	<ul style="list-style-type: none"> *Terminal centres 	<ul style="list-style-type: none"> Explanation 				
	7 & 8				<p>GHANA</p> <ul style="list-style-type: none"> -its geographical location -Neighbouring countries to Ghana -People found in Ghana -climate of Ghans -crops grown in Ghana e.g. cocoa, maize, Palm oil, cotton, coffee, coco yams, millet e.t.c. 	<p>The learner;</p> <ul style="list-style-type: none"> -Identifies the geographical location of Ghana. -Tells the people of Ghana -Tell the climate experience in Ghana 	<p>The learner correctly spells the words e.g</p> <ul style="list-style-type: none"> *Location *Neighbouring *Agriculture 	<ul style="list-style-type: none"> Practice and Review Discussion Explanation 	<ul style="list-style-type: none"> Drawing the map of Ghana and show her neighbours 	<ul style="list-style-type: none"> Finding different ways of doing things. Responding to questions appropriately Confidence 	<ul style="list-style-type: none"> Text books 	<ul style="list-style-type: none"> Mk SST Nk.7 pg 186-187
7	1 & 2				<p>COCOA GROWING IN GHANA</p> <ul style="list-style-type: none"> -People who introduced it in Ghana and where it was first grown. -conditions necessary for cocoa growing -Planting and harvesting of cocoa -Districts in Uganda where cocoa is mainly grown. -Fermentation, its 	<p>The learner;</p> <ul style="list-style-type: none"> -Tells the conditions necessary for cocoa growing -Tells how cocoa is planted -lists the problems facing cocoa growing 	<p>The learner correctly uses the words e.g.</p> <ul style="list-style-type: none"> *condition *Harvesting *Fermentation *cocoa 	<ul style="list-style-type: none"> Discussion Explanation 	<ul style="list-style-type: none"> Listing the uses of cocoa -Drawing the map showing the cocoa growing areas 	<ul style="list-style-type: none"> Analysing statements Logical reasons 	<ul style="list-style-type: none"> Text books 	<ul style="list-style-type: none"> MK SST Bk.7 pg 187-189

				definition and why it is done -Uses of cocoa -Problems facing cocoa growing in Ghana								
3 & 4		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<u>Hydro Electric power production in Ghana</u> -Reasons why this power project was started -Personality that started it. -The river on which this project is located -How important is the project -Problems caused by the construction of the Akasombo dam. -Factors that favoured the Akosombo dam Project.	The learner; -identifies the dam used in generating H.E.P in Ghana -Tells the river on which the dam is found -Tells the problems caused by the construction of the dam	The learner correctly spells and uses the words e.g. *Project *Personality *Da *construction	- Discove Discu Expla nation	Listing the factors that favoured the construction of Akosombo dam.	Logical reasoning Audibility Selecting & evaluating information	Chal kboa rd illust ratio n	MK SST BK.7 pg 191- 192	
5 & 6				<u>SUDAN</u> -Its location -climate of South & North Sudan -crops grown in Sudan i.e. North and South Sudan e.g. cotton , millet, Rice, sorghum e.t.c -Animals reared e.g. Camels, sheep, goats, cattle e.t.c <u>Gezira Irrigation scheme</u> -Location of Gezira Irrigation Scheme -Factors that favoured the scheme e.g.	The learner; -Identifies the crops grown in the Gezira Irrigation scheme -States the factors that favoured the location of the Gezira irrigation scheme	The learner correctly uses the words e.g. *Location *scheme *Agriculture	- Disco - Discu ssion	Drawing the map of Gezira Irrigation scheme	Meaning fullness Initiating new ideas Verbal Drawing	Text book s	Mk SST BK.7 pg 222- 224	

					<ul style="list-style-type: none"> *Gentle sloping land *Soils with high clay content *climate e.t.c -Extension of the scheme. 							
	7 & 8				<ul style="list-style-type: none"> -The dams found along the Gezira Irrigation scheme -Benefits of the Gezira Irrigation scheme -Work of the tenants on the scheme -Problems facing the scheme e.g <ul style="list-style-type: none"> *shortage of labour *lack of capital for maintenance *Stiff competition etc. 	<p>The learner;</p> <ul style="list-style-type: none"> -Tells the benefits of the Gezira Irrigation Scheme to the Government -States the problems facing the scheme 	<p>The learner correctly uses the words e.g.</p> <ul style="list-style-type: none"> *Irrigation *Benefirs *Tenants *Labour *capital 	<ul style="list-style-type: none"> - Discu ssion - Expla nation 	<p>Listing the problems facing the Gezira Irrigating scheme</p>	<p>Negotiating Evaluating facts Giving reason for action taken Drawing</p>	<p>Chal kboa rd illust ratio n</p>	<p>Mk SST Bk.7 pg 225</p>
8	1 & 2	ECONO MIC DEVEL OPMEN T IN AFRICA	MAJOR ECONO MIC DEVEL OPMEN T IN AFRICA	<p><u>EGYPT</u></p> <ul style="list-style-type: none"> -Its location and her neighbours -People and their language spoken -civilization in Egypt -Egypt's climate and Agriculture 	<p>The learner;</p> <ul style="list-style-type: none"> -tells Egypt location - Gives the reason why civilization started in the Nile valley of Egypt 	<p>The learner correctly uses the words e.g.</p> <ul style="list-style-type: none"> *boardered *city *official *language *Civilization 	<ul style="list-style-type: none"> Discu ssion Illustr ation Expla nation 	<p>Drawing the map of Egypt</p>	<p>Logical reasoning Respondin g to questions Drawing</p>	<p>Text book</p>	<p>Mk SST Bk.7 pg 216-217</p>	
	3 & 4			<p><u>THE ASWAN HIGH DAM</u></p> <ul style="list-style-type: none"> -The country where it is located -man-,ade lake found along this dam -reasons for constructing the Aswan High dam -Benefits of the dam to the government -Disadvantges of the 	<p>The leaner;</p> <ul style="list-style-type: none"> -tells the river on which the Aswan High dam is found. -states the reasons why Aswan High Dam was constructed. 	<p>The learner uses correctly the words e.g.</p> <ul style="list-style-type: none"> *dam *benefits *generating *Industrialisat ion 	<ul style="list-style-type: none"> - Quest ion and answ er discu ssion Expla nation 	<p>Listing the reasons for constructin g Aswan High Dam</p>	<p>Fluency Evaluating facts Appreciatio n</p>	<p>Chal kboa rd illust ratio n</p>	<p>MK SST BK.7 pg 218-219</p>	

					dam.							
5 & 6					MINING IN EGYPT -definition of mining -types of mining -minerals mined in Egypt -importance of mining to the Egyptians. -Ways in which mining is of a disadvantage	The learner; -defines mining -identifies the minerals mined in Egypt -States ways in which mining is important	The learner correctly uses the words e.g *mining *mines *miners *minerals *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 -location of the most industries -types of industries -Factors that have promoted industrial expansion in Egypt. -How valuable are the industries to the government. -Disadvantages of Industries -How transport & communication are important to the country	The learner; -tells the towns in Egypt that are highly industrialised -Identifies the factors that have promoted industrialisation in Egypt -Tells the uses of industries to people	The learner correctly uses the words e.g. *Industry *Industrialisation *valuable *transport	Discussion Explanation	Listing the factors that have promoted industrial expansion in Egypt	Meaningfulness Initiating new ideas Analysing statements	Chalkboard illustration	Mk SST Bk.7 pg 220-221
9	1 & 2	ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	SOUTH AFRICA -Mining in South Africa -minerals mined in South Africa. -Places where the minerals are mined -A map showing the mines in South Africa	The learner; -defines mining -mentions the minerals and places where they are mined	The learner correctly uses the words e.g. *mining *mines *Gold rush	- discovery - inquiry - discussion	Drawing a map showing the minerals of South Africa	Verbal Appreciation Making best use of the information you have Evaluating facts	Text book	Mk SST Bk.7 pg 143	
3 & 4					-Importance of mining to South Africa -Factors that have	The learner; -states the uses of mining to the country	The learner correctly uses the	Discussion Explanation	Listing the importance of mining to	Articulation Making a choice	Chalkboard	MK SST Bk.7

					contributed to the development of mining industry in South Africa -Disadvantages of mining in South Africa	-Identifies the factors that have contribute to the development of mining	words e.g. *mining *skilled *technology *income *minerals	nation Question and answer	the Republic of South Africa	Appreciation	illustration	pg 145-146	
	5 & 6				FARMING IN S.AFRICA -Definition of farming -Type of faming practiced in South Africa e.g. Ranching. -Examples of ranches in South Africa -Dairy farming & animals reared in S. Africa i.e. pastoralism -similarities and differences between Ranching and pastoralism -Problems facing Ranching	The learner; -Defines Ranching and pastoralism -tells ways in which ranching and pastoralism are important -states the problems facing ranching	The learner correctly uses the words e.g. *Ranch *pastoralism *pastoralists *Ranch farm	Question and answer Explanation	Stating the uses of farming and problems facing farmers in Africa	Confidence Initiating new ideas Analyzing statements	Chalkboard illustration	New Fountain SST Bk.7 pg 156-158 and MK SST Bk.7 pg 167-170	
	7 & 8				INDUSTRIALISATION -definition of industrialization and industrial expansion -factors considered before setting up an industry -Factors that have promoted industrialisation in South Africa	The learner; -defines industrialisation -states the factors that have promoted industrialisation in South Africa	The learner correctly uses the words e.g. industrialisation *considered *expansion	Question and answer Discussion Explanation	Listing the factors that have promoted industrialisation in South Africa	Verbal Fluency Logical thinking Appreciation	-do-	Mk SST Bk.7 pg 116-118 & Mk Old Edition pg 157-158	
10	1 & 2		ECONOMIC DEVELOPMENT IN	MAJOR ECONOMIC DEVELOPMENT	DEMOCRATIC REPUBLIC OF CONGO (D.R.C) -Its location & the neighbouring states	The learner; -Draws the map of D.R.C and its neighbours -mentions the	The learner correctly uses the words e.g. *Location	Illustration Discussion	Drawing the map of DRC and her neighbours	Articulation Evaluating facts Drawing Respondin	Text book	MK SST Bk.7 pg 180-	

			AFRICA	T IN AFRICA	-People found in the D.R.C -The climate of D.R.C -Economic activities done in the D.R.C	economic activities done to the D.R.C	*Neighbouring *Economy	Explanation		g to questions appropriately.		184	
3 & 4					-Definition of Farming and Lumbering -crops grown in D.R.C -Reasons why Lumbering is done in the DRC -Problems faced by Lumberjacks -Transport in the DRC	The learner; -Identifies the crops grown in the D.R.C -tells the sea ports that D.R.C uses in her imports and exports	The learner correctly uses the words e.g. *Farming *Lumbering *Lumberjacks	- Discussion - Explanation	Listing the crops grown in D.R.C	Fluency Evaluating facts Analyzing statements	Chal kboard illustration	Mk SST Bk.7 pg 184-185	
5 & 6					MINING IN D.R.C -Definition of mining -Aras where mining is done and the minerals mined there. -Drawing a map showing Mining areas -Methods used in Mining minerals in the DRC -Problems affecting mining industry in D.R.C	The learner; -defines mining -tells the minerals mined in DRC -Draws a map showing Mining areas in the D.R.C	The learner correctly uses the words e.g. *Mining *mines *minerals	Discussion Explanation Question and answer	Drawing the map of DRC showing the mining areas	Meaningfulness Logical reasoning Making the best use of information you have	Text books	Mk SST Bk.7 pg 151-152 & Old Edition Mk SST Bk.7 pg 181-182	
7 & 8					ZAMBIA -its location and her neighbours -People found in Zambia -Relief and drainage of Zambia -Climate of Zambia and Agriculture -Drawing a map of Zambia with her neighbours.	The learner; -Tells the neighbours of Zambia. -tells the groups of people in Zambia -Identifies the lakes rivers and dams in Zambia -Tells the climate experience in Zambia	The learner correctly uses the words e.g *Location *Relief *Drainage *Agriculture	Discussion Question and answer	Listing the crops grown in Zambia	Effective communication Analyzing statements	Text books	Mk SST Bk.7 pg 171-172	

1 1	1 & 2		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR DEVELOPMENT IN AFRICA	<u>MINING IN ZAMBIA</u> -Definition of mining -What the economy of Zambia depends on -Area where copper is mined -Methods of mining copper in Zambia -uses of copper -other minerals mined in Zambia -Benefits of the mining industry to Zambia -Problems facing the Zambian copper industry. -Problems caused by the mining industry in Zambia	The learner; -defines mining -Tells what the economy of Zambia entirely depends on -Identifies the mineral mined at copper belt -states ways in which mining is important to the country. -Mentions the problems facing the copper mining industry	The learner correctly uses the words e.g. *mining *copper belt *uses	- discussion - question and answer	Listing the uses of copper	Confidence Verbal Logical thinking	Chalkboard illustration	Mk SST Bk.7 pg 172-177
	3 & 4				<u>LANDLOCKEDNESS</u> -definition of land locked countries -examples of land locked countries -problems faced by land locked countries -Ways of solving the problems affecting land locked countries	The learner; -defines a land locked country -Mentions the problems faced by land locked countries	The learner correctly uses the words e.g. *Landlocked *Privacy *secrecy *Taxation	Practice & Review Discussion	Listing the landlocked countries	Articulation Logical reasoning Self identification	-do-	Mk SST Bk.7 pg 177-178
	5 & 6				<u>RWANDA AND BURUNDI</u> -Their location -People(population) found in those countries -Relief, climate, vegetation -Economic activities -problems hindering the economy of the	The learner; -tells the location of Rwanda and Burundi -Tells the rivers and lakes found in the two countries -Identifies the groups of people found in Rwanda and Burundi	The learner correctly uses the words e.g *Location *Economic *Hindering	Question and answer Discussion	Listing the economic activities done in Rwanda and Burundi	Confidence Love Sharing Evaluating	Text books	Mk SST pg 209-214

					countries like Burundi e.g. *instability *low life expectancy *poor road network e.t.c							
	7 & 8		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<u>ETHIOPIA & SOMALIA</u> -Location of the countries -People found in the two countries -Economic activities done in the countries -climate and vegetation	The learner; -identifies the location of Ethiopia and Somalia -Tells the economic activities done in Somalia and Ethiopia	The learner correctly used the words *Somalis *Mountainous *Arabic	Discussion Question and answer Explanation	Listing the economic activities done in Somalia and Ethiopia	Fluency Confidence Selecting & evaluating information Finding different ways of doing things.	Chalkboard illustration	Mk SST Bk.7 pg 226-231
1 2	1 & 2				<u>UGANDA</u> -Its climate -Farming *Types of farming practiced in Uganda *Importance of farming *Problems faced by farmers *solutions	The learner; -defines farming -Identifies the types of farming practiced in Uganda. -Tells the uses of farming to Ugandans	The learner correctly uses the words e.g. *Farming *farmers requirements	Discussion Explanation	Listing the problems facing farmers in Uganda	Confidence Logical reasoning Taking a decision	-do-	Teachers collection MK SST Standard Pg 213-221
	3 & 4				<u>MINING IN UGANDA</u> -Minerals mined in Uganda and their location -Types of minerals -Methods used in mining -Why Uganda has failed to mine its minerals -Importance of Mining (minerals)	The learner; -defines minerals -states the reasons why some minerals are not mined in Uganda	The learner correctly uses the words e.g. *mines *minerals *opportunities	Discussion Explanation	Listing the minerals found in Uganda	Articulation Analyzing statements Initiating new ideas Appreciating	Chalkboard illustration	Mk Standard SST for Upper pg 199-201
	5 & 6				<u>IRRIGATION SCHEMES</u> -Definition of irrigation -Examples of irrigation schemes	The learner; -defines irrigation -states the advantages of	The learner correctly uses the words	Question and answer	Listing the irrigation schemes in Uganda	Logical flow of ideas Initiating	Textbook	Mk SST K.6 pg

					-Advantages and disadvantages of irrigation schemes	irrigation	*irrigation schemes	er		new ideas Making the best use of information you have			
	7 & 8				PASTORALISM -Definition of Pastoralism, Nomadic pastoralism -examples of pastoralists -Reasons why nomads move from place to place -Problems faced by nomads	The learner; -Defines Pastoralism -states the examples of pastoralists -tells the reasons as to why nomads move	The learner correctly uses the words e.g. *Pastoralism *Pastoralists *Nomads	- practice and review Discussion	Listing the problems facing the pastoralists	Audibility Logical reasoning Making the best use of information you have	Chal kboa rd illust ratio n	Mk SST standa rd 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. 1.Economic problems 2.Political problems 3.Social problems Social problems e.g. *illiteracy *Diseases *ignorance *High fertility rate *Brain and Talent drain -causes of famine	The learner -identifies the Social problems affecting African countries -Tells the causes of early pregnancy in girls. -Tells why people in Africa are illiterate	The learner correctly uses these words e.g *Ignorance *Teenage *Mortality *Fertility	Discu ssion Expla nation	Listing the social problems affecting Africa	Meaningfulness Initiating new ideas Taking a decision	Chal kboa rd illust ratio n	Mk SST Bk.7 pg 164 Mk SST Standa rd for upper pg 310	
	3 & 4				Economic challenges e.g. *poverty *corruption *High levels of unemployment *Poor transport & communication *Low level of technology e.t.c	The learner; -states the economic problems affecting African countries -Tells the causes of poverty among people -Mentions the evils of corruption	The learner correctly uses the words e.g. *Poverty *Technology *Unemployme nt	Quest ion and answer Expla nation	Listing the economic challenges facing Africa	Accuracy Innovativen ess Taking a decision	-do-	Mk SST Standa rd for Upper pg 338	

					<ul style="list-style-type: none"> -causes of poverty among people -Evil and forms of corruption -Ways of overcoming poverty and corruption 							
	5 & 6				<ul style="list-style-type: none"> Political problems e.g. -lack of democracy -military coups -civil wars-Tribalism& nepotism e.t.c --Definition of wars --Results of wars --Ways of overcoming them --causes of military coups 	<ul style="list-style-type: none"> The learner; -defines democracy -tells ways in which democracy is exercised -Defines wars -identifies the causes of wars in Africa. 	<ul style="list-style-type: none"> The learner correctly uses the words e.g. *democracy *Nepotism *Tribalism *wars 	<ul style="list-style-type: none"> - Question and answer Explanation 	Listing the causes of wars in Africa	Confidence Logical reasoning Giving reasons for actions taken	Chal kboa rd illust ratio n	Mk SST Standa rd pg 339-340
	7 & 8				<ul style="list-style-type: none"> Solutions to the problems facing African countries e.g. *Promoting good governance *Modernising Agriculture *Introduction of UPE and USE in all countries -Major problems facing the rest of the world. 	<ul style="list-style-type: none"> The learner; -states solutions to the problems affecting Africa -Tells how good governance can be promoted 	<ul style="list-style-type: none"> The learner correctly uses the words e.g. *Elnino *Tsunami *Modernisatio n *Unity 	<ul style="list-style-type: none"> Discu ssion Expla nation 	Listing the solutions to the problems facing African countries	Meaningful ness Selecting and evaluating information Appreciatio n	-do-	Mk SST Standa rd for Upper pg 340-343
14	1 & 2	MAJOR WORLD ORGAN ISAION	FIRST WORLD WAR	<ul style="list-style-type: none"> -The year it started and ended -country that started it -causes of the First World War -Reasons why the first world war failed -Organisation that was formed to end the first World war. 	<ul style="list-style-type: none"> The learner -tells why the league of Nations was formed -identifies the reasons why the first world war failed 	<ul style="list-style-type: none"> The learner correctly uses these words e.g. *war *Nazis *Nations 	<ul style="list-style-type: none"> Discu ssion Expla nation 	Listing the reasons why the First World War failed	Verbal Initiating new ideas Taking a decision Respect	Chal kboa rd illust ratio n	Mk SST Bk.7 pg 140-142	

3 & 4			SECOND WORLD WAR	<ul style="list-style-type: none"> -The leader of Germany and when it started -Reasons why some African countries took part in the second World War -Effects of the second world war. 	<p>The learner;</p> <ul style="list-style-type: none"> -Tells the reason why Uganda took part in the world war. -Tells the effects of the second world war. 	<p>The learner correctly uses the words e.g</p> <ul style="list-style-type: none"> *Leader *world War *Nazis 	<p>Question and answer Explanation</p>	<p>Listing the effects of the second World War</p>	<p>Logical flow of ideas Logical reasoning Care</p>	-do-	Mk SST BK.7 pg 143-144	
5 & 6			UNITED NATIONS ORGANISATIONS	<ul style="list-style-type: none"> -formation of UNO (Origin of UNO)] -Objectives of UNO -importance of UNO -Organs of the UNO 	<p>The learner;</p> <ul style="list-style-type: none"> - tells the main reason for forming UNO -Identifies the year when UNO was formed. -Tells the objectives for forming UNO 	<p>The learner correctly uses the words e.g.</p> <ul style="list-style-type: none"> *Human rights *dignity *agency *Technical assistance 	<p>- Discussion</p> <p>- Question and answer</p>	<p>Listing the organs of the UNO</p>	<p>Accuracy Innovativeness Making the best use of information you have Co-operation</p>	Chalkboard illustration	MK SST Bk.7 pg 144-145 and MK SST Standard for upper pg 126-127	
7 & 8				<ul style="list-style-type: none"> -Agencies of the UNO e.g *IMF *FAO *UNESCO *ILO *WHO *UNHCR e.t.c -functions of each UNO agency 	<p>The learner;</p> <ul style="list-style-type: none"> -Lists the agencies of UNO -States the functions of each UNO agency 	<p>The learner correctly uses the words e.g.</p> <ul style="list-style-type: none"> *agency *refugees *needs *workers 	<p>Question and answer Explanation</p>	<p>Listing the UNO agencies</p>	<p>Logical flow of ideas. Innovativeness Analyzing statements Respect</p>	-do-	Mk SST Bk.7 pg 146-147	
9 & 10				<p>Human rights as stated in the UNO charter e.g</p> <ul style="list-style-type: none"> *No one shall be subjected to torture *All human beings are born free and equal in dignity and rights. -Achievements of the 	<p>The learner;</p> <ul style="list-style-type: none"> -Identifies the human rights as stated in the UNO charter -Defines a charter -Tells the failures of the UNO 	<p>The learner correctly uses the words e.g.</p> <ul style="list-style-type: none"> *charter *dignity *Rights *Torture 	<p>- discussion</p> <p>- Explanation</p>	<p>Listing the achievements of the UNO</p>	<p>Fluency Logical reasoning Responding to questions appropriately</p>	Chalkboard illustration	MK SST Bk.7 pg 150-151 and New	

					UNO -Failures of the UNO		*Freedom *nationality					Curric ulum pg 342- 343	
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