Social studies schemes of work

Standard seven Term I

**References**

1. Our Lives Today pupil’s book 7
2. Our Lives Today teacher’s guide book 7

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | TEACHER’S ACTIVITIES | LEARNER’S ACTIVITIES | RESOURCES | REFERENCES | ASSEMENT | REMARKS |
| 1 | REPORTING AND PREPARATIONS | | | | | | | | |  |
| 2 | 1 | The physical environment Map reading | Longitude and latitude | By the end of the lesson the learner should be able to **identify longitude and latitude and indicate their position** | * Observing maps * Identifying symbols * Interpreting a map | * Observing maps * Identifying symbols * Interpreting a map | * Sketch maps * Charts showing symbol | OLT PBK PG 2-4  OLT TGP1 | Oral questions |  |
| 2 | Map reading | Longitude and latitude | By the end of the lesson the learner should be able to **identify effects of rotation of the earth on time** | * Observing map * Drawing regions * Calculating area | * Observing map * Drawing regions * Calculating area | * Sketch maps * Charts showing symbols | OLT PBK PG 4-6  OLT TGP1-2 | Drawing |  |
| 3 | Map reading | Map interpretation | By the end of the lesson the learner should be able to **read identify maps** | * Observing maps * Identifying * Drawing symbols * Interpreting a map | * Observing maps * Identifying * Drawing symbols * Interpreting a map | * Charts showing symbols * Wall maps | OLT PBK PG 6-9  OLT TGP3 | Written exercise |  |
| 4 | Map reading | Map interpretation | By the end of the lesson the learner should be **able read and interpret maps** | * Conversion * Observing maps * Drawing symbols * Interpreting a map | * Conversion * Observing maps * Drawing symbols * Interpreting a map | * Local environment * Sketch maps * measurement | OLT PBK PG 9-10 OLT TGP1-4 | Written exercise |  |
| 5 | Map reading | Map interpretation | By the end of the lesson the learner should be able to **describe population distribution** | * Observing chart * Drawing * Discussion * explanation | * Observing chart * Drawing * Discussion * explanation | * Sketch maps * Wall maps | OLT PBK PG 10-12  OLT TGP1-4 | Written exercise |  |
| 3  4 | 1 | Map reading | Map interpretation | By the end of the lesson the learner should be able to **identify economic activities** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts showing symbols | OLT PBK PG 12-14  OLT TGP1-4 | cise |  |
| 2 | Map reading | Map interpretation | By the end of the lesson the learner should be able to **describe population and relief** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Pictures * Maps * Charts showing | OLT PBK PG 13-16  OLT TGP4-5 | Oral questions |  |
| 3 | Map reading | Map interpretation | By the end of the lesson the learner should be able **describe the drainage** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Charts showing symbols * Wall maps | OLT PBK PG 17-18  OLT TGP6-7 | Drawing |  |
| **4** | **Physical features in Africa** | Distribution of physical features | By the end of the lesson the learner should be able to **identify the main physical features** | * Explanation * Interpreting a map features * Questioning | * Explanation * Interpreting a map features * Questioning | * Charts showing physical features | OLT PBK PG18-23  OLT TGP8 | Written exercise |  |
| 5 | **Physical features in Africa** | Distribution of physical features | By the end of the lesson the learner should be able to **locate the main physical features** | * Explanation * Identifying ways physical feature affect human activities | * Explanation * Identifying ways physical feature affect human activities | * Maps * Diagrams from pupils book | OLT PBK PG 23-24  OLT TGP9 | Written exercise |  |
| 1 | **Physical features in Africa** | Formation of mountains | By the end of the lesson the learner should be able to **identify and describe the formation of mountains** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Maps   Diagrams from pupils book | OLT PBK PG 25-26  OLT TGP10 | Written exercise |  |
|  | 2 | **Physical features in Africa** | Formation of lakes | By the end of the lesson the learner should be able to **describe the formation of lakes** | * Discussion * Observing chart * Identifying * explanation | * Discussion * Observing chart * Identifying * explanation | * Maps * Diagrams from pupils book | OLT PBK PG 25-4  OLT TGP10 | Oral questions |  |
| 5 | 3 | **Physical features in Africa** | Relief regions of Africa | By the end of the lesson the learner should be able to **identify and describe the relief regions of Africa** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Charts * Wall maps * Diagrams from pupils book | OLT PBK PG 26  OLT TGP11 | Drawing |  |
| 4 | **Climate** | Factor influencing climate | By the end of the lesson the learner should be able to **identify and describe factors influencing climate change** | * Observing chart * Identifying * Discussion * explanation | * Observing chart * Identifying * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK PG 27  OLT TGP11 | Written exercise |  |
| 5 | Climate | Impact of climate change | By the end of the lesson the learner should be able to **describe the impact of climate change** | * Identifying factor influencing weather * Discussion | * Identifying factor influencing weather * Discussion | * Weather instruments * Weather chats | OLT PBK PG 28  OLT TGP11 | Written exercise |  |
| 1 | **Climate** | Climatic regions | By the end of the lesson the learner should be able **to trace name and locate climatic regions in Africa** | * Observing chart * Identifying * Discussion | * Observing chart * Identifying * Discussion | * Diagrams from pupils book | OLT PBK PG 28-29  OLT TGP12 | Written exercise |  |
| 2 | Climate | Climatic regions | By the end of the lesson the learner should be able **to trace name and locate climatic regions in Africa** | * Observing chart * Identifying * Discussion | * Observing chart * Identifying * Discussion | * Pictures of | OLT PBK PG 29-30  OLT TGP12 | Oral questions |  |
| 3 | Climate | Climatic regions | By the end of the lesson the learner should be able **to trace name and locate climatic regions in Africa** | * Explanation * Observing chart * Identifying | * Explanation * Observing chart * Identifying | * Diagrams from pupils book | OLT PBK PG -30  OLT TGP12 | Drawing |  |
| 4 | Climate | Seasons | By the end of the lesson the learner should be able to **explain the seasons experienced in Africa** | * Explanation * Discussion * Observation | * Explanation * Discussion * Observation | * Map showing climates | OLT PBK PG -31  OLT TGP12 | Written exercise |  |
| 5 | Climate | Influence of climate on human activities | By the end of the lesson the learner should be able to **state and explain how climate influence human activities** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Map showing climates | OLT PBK PG 32  OLT TGP13 | Written exercise |  |
| 6 | 1 | climate | Factors influencing climatic change | By the end of the lesson the learner should be able to **state and identify factors that influence climatic change** | * Observing maps * Identifying reasons * Discussion * Explanation | * Observing maps * Identifying reasons * Discussion * Explanation | * PAPER CUTTING | OLT PBK8 PG32-33 | Written exercise |  |
| 2 | Climate | Impact of climate on human activities | By the end of the lesson the learner should be able to **state the impact of climate on human activities** | * Observing maps * Identifying * Discussion | * Observing maps * Identifying * Discussion | * Charts showing climate * Wall maps | OLT PBK8 PG34 | Oral questions |  |
| **3** | **Vegetation** | Types of vegetation | By the end of the lesson the learner should be able to **state and name types of vegetation** | * Observing maps * Identifying * Discussion | * Observing maps * Identifying * Discussion | * Charts showing vegetation | OLT PBK8 PG35-36 | Drawing |  |
| 4 |  | Characteristic of vegetation | By the end of the lesson the learner should be able **to describe the characteristics of vegetation** | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Diagrams from pupils book | OLT PBK8 PG37-38 | Written exercise |  |
| 5 |  | Factors influencing vegetation distribution | By the end of the lesson the learner should be able to  **state factors influencing vegetation distribution** | * Observing maps * Identifying * Discussion * Explanation | * Observing maps * Identifying * Discussion * Explanation | * Local environment | OLT PBK8 PG38-40 | Written exercise |  |
| 7 | MID TERM EXAMINATIONS | | | | | | | | |  |
| 8 | 1 | **People and population in Africa** | Classification of major language group | By the end of the lesson the learner should be able to **locate area of major language group on the map** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Charts showing population | OLT PBK8 PG41-42 | Written exercise |  |
| 2 | Factors influencing population growth | Classification of major language group | By the end of the lesson the learner should be able to **identify ,name and classify major language group** | * Observing maps * Discussion * Explanation * Questioning | * Observing maps * Discussion * Explanation * Questioning | population pyramids | OLT PBK PG 43  OLT SSTG PG 19 | Oral questions |  |
| 9 | 3 | Factors influencing population growth | Interaction among community | By the end of the lesson the learner should be able **to identify and explain benefits of interaction among communities.** | * Observing maps * Discussion * Explanation | * Observing maps * Discussion * Explanation | * Charts showing symbols * Wall maps | OLT PBK PG 44  OLT SSTG PG 19 | Drawing |  |
| 4 | Population growth | African’s population distribution | By the end of the lesson the learner should be able to **explain factors influencing population distribution** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK PG 45  OLT SSTG PG 17 | Written exercise |  |
| 5 | Population growth | African’s population distribution | By the end of the lesson the learner should be able to **explain and identify densel7 and sparsely populated areas** | * Explanation * Identifying ways physical feature affect human activities | * Explanation * Identifying ways physical feature affect human activities | * Diagrams from pupils book | OLT PBK PG 46  OLT SSTG PG 17 | Written exercise |  |
| 4-5 | People and population | African’s population distribution | By the end of the lesson the learner should be able to **identify and state problem of population growth** | * Observing maps * Explanation * Questioning | * Observing maps * Explanation * Questioning | * Diagrams from pupils book | OLT PBK PG 46  OLT SSTG PG 18 | Written exercise |  |
| 10 | 5 | People and population | Population distribution of Africa | By the end of the lesson the learner should be able to **identify and appreciate problems of population** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK PG 47  OLT SSTG PG 18 | Oral questions |  |
| 3 | People and population | Comparison of population of Kenya, Germany and India | By the end of the lesson the learner should be able to **compare population of Kenya, German and India** | * Explanation * Comparing * Discussion * Observing * Questioning | * Explanation * Comparing * Discussion * Observing * Questioning | * Diagrams from pupils book * Population pyramids | OLT PBK PG 48-50  OLT SSTG PG 20 | Drawing |  |
| 4 | People and population | How the school is managed | By the end of the lesson the learner should be able to **identify and describe how the schools are managed** | * Explanation * Identifying factor * Discussion * Observation | * Explanation * Identifying factor * Discussion * Observation | * Pictures from the book * Resource person | OLT PBK PG 52  OLT SSTG PG 22 |  |  |
| 12 |  | REVISION | | | | | | |  |  |
| 13 |  | EXAMINATIONS | | | | | | |  |  |
| 14 |  | MARKING AND CLOSING THE SCHOOL | | | | | | |  |  |

\

Social Studies schemes of work

Standard Seven Term II

**References**

1. Our Lives Today pupil’s book 7
2. Our Lives Today teacher’s guide book 7

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | |  |  | |  |  |  |  |  |  |
| WEEK | LSN | **TOPIC** | | SUB TUPIC | OBJECTIVES | | TEACHERS ACTIVITIES | LEARNER’S ACTIVITIES | RESOURCES | REFERENCES | ASSESMENT | REMARKS |
| 1 | REPORTING AND PREPARATIONS | | | | | | | | | | |  |
| 2 | 1 | **Social relations and cultural activities** | | Administration | By the end of the lesson the learner should be able to **identify and describe the school administration** | | * Discussion * observation * Questioning | * Discussion * observation * Questioning | * Diagrams from pupils book * Local environment | OLT PBK PG 57  OLT SSTG PG 18 | Written exercise |  |
| 2-3 | The school | | School administration | By the end of the lesson the learner should be able to **state the role of the school administration** | | * Explanation * Comparing * Discussion | * Explanation * Comparing * Discussion | * Diagrams from pupils book | OLT PBK PG 58-  OLT SSTG PG 20 | Oral questions |  |
| 4 | The school | | How the school is managed | By the end of the lesson the learner should be able to **identify and describe how the schools are managed** | | * Explanation * Describing * Discussion | * Explanation * Describing * Discussion | * Pictures * Resource person | OLT PBK PG 56  OLT SSTG PG 22 | Drawing |  |
| 5 | **The school** | | Role of the administration in the school | By the end of the lesson the learner should be able to **describe the role of the administration in school development** | | * Explanation * Identifying factor influencing weather * Discussion | * Explanation * Identifying factor influencing weather * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 3 | 1 | **The school** | | The role of the school in the society | By the end of the lesson the learner should be able **to state the contribution of the community in school development** | | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK PG 52  OLT SSTG PG 22 | Written exercise |  |
| 2 | **The school** | | Role of the society in he school | By the end of the lesson the learner should be able **to explain and appreciate the contribution of the community** | | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Pictures of | OLT PBK7 PG56  OLT TG PG | Written exercise |  |
| 3 | **The family** | | Right and responsibility of family members | By the end of the lesson the learner should be able to **state the right and responsibility of family member** | | * Explanation * Discussion * explanation | * Explanation * Discussion * explanation | * Diagrams from pupils book | OLT PBK7 PG57  OLT TG PG | Oral questions |  |
| 4 | The family | | Define marriage | By the end of the lesson the learner should be able to **define the marriage institution** | | * Explanation * Discussion * Observation | * Explanation * Discussion * Observation | * Diagrams from pupils book | OLT PBK7 PG58  OLT TG PG | Drawing |  |
| 5 | The family | | Marriage institution | By the end of the lesson the learner should be able to **state the importance of marriage institution and identify their importance** | | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Picture * Diagrams from pupils book | OLT PBK7 PG60  OLT TG PG | Written exercise |  |
| 3 | 1 | | **Resources and economic activities**  **Agriculture** | Crop farming | | By the end of the lesson the learner should be able to **state the factors influencing growth of some crop** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts showing symbols | OLT PBK7 PG61  OLT TG PG | Oral questions |  |
| 2 | | Agriculture |  | | By the end of the lesson the learner should be able to **locate where these crop are grown** | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Sketch maps * Charts * Wall maps | OLT PBK7 PG62  OLT TG PG | Drawing |  |
| 3 | | Agriculture | Cocoa in Ghana | | By the end of the lesson the learner should be able to **locate where cocoa is grown and identify its uses** | * Observing chart * Identifying * Discussion * explanation | * Observing chart * Identifying * Discussion * explanation | * Charts showing where cocoa are grown | OLT PBK7 PG63  OLT TG PG | Written exercise |  |
| 4 | | Agriculture | Cloves in  Tanzania | | By the end of the lesson the learner should be able **locate where cloves is grown and identify its uses** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Local environment * Sketch maps * Charts | OLT PBK7 PG64  OLT TG PG | Written exercise |  |
| 5 | | Agriculture | Pyrethrum in Kenya | | By the end of the lesson the learner should be able to  **locate where pyrethrum is grown and identify its uses** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Sketch maps * Charts * Wall maps | OLT PBK7 PG65  OLT TG PG | Written exercise |  |
| 4  5 | 1 | | Agriculture | Pastoral farming | | By the end of the lesson the learner should be able to **state the condition favouring pastoral faming** | * Observing chart * Identifying * explanation | * Observing chart * Identifying * explanation | * Charts | OLT PBK7 PG66  OLT TG PG | Oral questions |  |
| 2 | | agriculture | Pastoral farming | | By the end of the lesson the learner should be able to **state benefit of pastoral farming** | * Observing chart * Identifying * Discussion | * Observing chart * Identifying * Discussion | * Pictures * Maps * Wall maps | OLT PBK7 PG67  OLT TG PG | Drawing |  |
| 3 | | Agriculture | Pastoral farming among Maasai | | By the end of the lesson the learner should be able **to identify benefit and problem experiences by Maasai pastoral farming** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Maps * Charts * Wall maps | OLT PBK7 PG68  OLT TG PG | Written exercise |  |
| 4 | | Agriculture | Pastoral farming among the Fulani | | By the end of the lesson the learner should be able to **identify benefit and problem experiences by Fulani pastoral farming** | * Explanation * Interpreting a map features * Questioning | * Explanation * Interpreting a map features * Questioning | * Maps * Charts * Wall maps | OLT PBK7 PG70  OLT TG PG | Oral questions |  |
| 5 | | Agriculture | Pastoral farming among the Tswana | | By the end of the lesson the learner should be able to **identify benefit and problem experiences by Tswana pastoral farming** | * Explanation * Observing chart * Identifying * Drawing | * Explanation * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK7 PG70  OLT TG PG | Drawing |  |
| 1 | | Multi-purpose river project |  | | By the end of the lesson the learner should be able to **state reasons for establishment of multipurpose river project** | * Explanation * Identifying traditional methods of weather observation * Questioning | * Explanation * Identifying traditional methods of weather observation * Questioning | * Wall maps   Diagrams from pupils book | OLT PBK7 PG71  OLT TG PG | Written exercise |  |
|  | 2 | | Multi-purpose river project |  | | By the end of the lesson the learner should be able to **identify the location of the multipurpose project** | * Discussion * observation * Questioning | * Discussion * observation * Questioning | * Diagrams from pupils book | OLT PBK7 PG72  OLT TG PG | Written exercise |  |
|  | 3 | | Multi-purpose river project | Aswan High Dam | | By the end of the lesson the learner should be able to **state benefits and problems experienced in Aswan High Dam** | * Explanation * Questioning | * Explanation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG73  OLT TG PG | Written exercise |  |
| 4 | | Multi-purpose river project | Volta River Scheme | | By the end of the lesson the learner should be able to state **benefits and problems experienced in Volta River Schemes** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK7 PG74  OLT TG PG | Oral questions |  |
| 5 | | Multi-purpose river project | River Tana Projects | | By the end of the lesson the learner should be able to state **benefits and problems experienced in the River Tana Projects** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Wall maps * Diagrams from pupils book | OLT PBK7 PG75  OLT TG PG | Drawing |  |
| 6 | MID TERM EXAMINATIONS | | | | | | | | | | |  |
| 7 | 1 | | Multi-purpose river project | Kariba Dam | | By the end of the lesson the learner should be able to **benefits and problems experienced in Kariba Dam** | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Maps * Charts * Wall maps | OLT PBK7 PG76  OLT TG PG | Written exercise |  |
| 2 | | Forestry | Distribution of forest in Africa | | By the end of the lesson the learner should be able to **explain how forest are distributed in Africa** | * Drawing * Discussion * explanation | * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG77  OLT TG PG | Oral questions |  |
| 3 | | Forestry | Contribution to the economy | | By the end of the lesson the learner should be able to **identify the contribution of forests to the economy** | * Explanation * observation * Questioning | * Explanation * observation * Questioning | * Wall maps   Diagrams from pupils book | OLT PBK7 PG78  OLT TG PG | Drawing |  |
|  | 4 | | Forestry | Problems facing forestry | | By the end of the lesson the learner should be able to **identify problems facing forestry** | * Discussion * observation * Questioning | * Discussion * observation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG80-84  OLT TG PG | Written exercise |  |
| 8  9 | 5 | | Mining | How mineral are extracted | | By the end of the lesson the learner should be able to **identify methods used to extract copper in Zambia and state various uses** | * Identifying method of extraction * Discussion * Observation | * Identifying method of extraction * Discussion * Observation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG85  OLT TG PG | Written exercise |  |
| 1 | | Mining | Petroleum in Nigeria | | By the end of the lesson the learner should be able to **identify methods used to extract petroleum in Nigeria and state various uses** | * Explanation * Identifying method of extraction * Discussion | * Explanation * Identifying method of extraction * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG85  OLT TG PG | Written exercise |  |
| 2 | | Mining | Gold in south Africa | | By the end of the lesson the learner should be able to **identify methods used to extract gold in south Africa and state various uses** | * Explanation * Identifying method of extraction * Discussion | * Explanation * Identifying method of extraction * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG86  OLT TG PG | Oral questions |  |
| 3 | | **Mining** | Copper in Zambia | | By the end of the lesson the learner should be able **to identify methods used to extract copper in Zambia and state various uses** | * Explanation * Identifying method of extraction * Discussion * Observation | * Explanation * Identifying method of extraction * Discussion * Observation | * Pictures of 5the early man * Diagrams from pupils book | OLT PBK7 PG87  OLT TG PG | Drawing |  |
| 4 | | Mining | Soda ash in Kenya | | By the end of the lesson the learner should be able **to identify methods used to extract soda ash in Kenya and state various uses** | * Explanation * Identifying method of extraction | * Explanation * Identifying method of extraction | * Picture cutting | OLT PBK7 PG88  OLT TG PG | Written exercise |  |
| 5 | | Industrial development | Rapid industrialization | | By the end of the lesson the learner should be able to **identify factors of industrial development in Kenya and south Africa** | * Explanation * Discussion * Observation | * Explanation * Discussion * Observation | * Diagrams from pupils book | OLT PBK7 PG89  OLT TG PG | Oral questions |  |
| 1 | | Industrial development | Rapid industrialization | | By the end of the lesson the learner should be able to **state contribution of rapid industrialization** | * Drawing * Discussion * explanation | * Drawing * Discussion * explanation | * Diagrams from pupils book | OLT PBK7 PG90  OLT TG PG | Drawing |  |
| 2 | | Industrial development | Problems of rapid industrialization | | By the end of the lesson the learner should be able to **state problems experienced due to rapid industrialization** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Diagrams from pupils book | OLT PBK7 PG91  OLT TG PG | Written exercise |  |
| 10 | 3 | | Fishing | Fishing ground | | By the end of the lesson the learner should be able to **identify major fishing grounds** | * Observing * Identifying symbols * Drawing symbols | * Observing * Identifying symbols * Drawing symbols | * Charts showing symbols | OLT PBK7 PG 91  OLT TG PG | Written exercise |  |
| 4 | | Fishing | Methods of fishing | | By the end of the lesson the learner should be able to **describe different methods if fishing** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Charts fishing methods | OLT PBK7 PG92  OLT TG PG | Written exercise |  |
| 5 | | Fishing | Importance of fisheries | | By the end of the lesson the learner should be able to **identify the importance of fisheries to the economy** | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | Charts fishing methods | OLT PBK7 PG92  OLT TG PG | Oral questions |  |
| 1 | | Fishing | Contribution of fisheries | | By the end of the lesson the learner should be able **list the contribution of fisheries to the economy** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Local environment * Sketch maps | OLT PBK7 PG92-92  OLT TG PG | Drawing |  |
| 2 | | Fishing | Problems | | By the end of the lesson the learner should be able to  **state the problems being experienced by fisheries** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Sketch maps * Charts * Wall maps | OLT PBK7 PG93  OLT TG PG | Written exercise |  |
| 11 | 3 | | Trade | Regional trade COMESA,SADC, ECOWAS | | By the end of the lesson the learner should be able to **list items of trade in the region** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Wall maps of regional trade | OLT PBK7 PG94  OLT TG PG | Oral questions |  |
| 4 | | Trade | Forms of regional exchange | | By the end of the lesson the learner should be able to **identify forms of exchange in the regional trade** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Wall maps of regional trade | OLT PBK7 PG95  OLT TG PG | Drawing |  |
| 5 | | Trade | Problems | | By the end of the lesson the learner should be able **to identify problems experienced in the regional trade** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Wall maps of regional trade | OLT PBK7 PG96  OLT TG PG | Written exercise |  |
| 1 | | Trade | Benefits of regional trade | | By the end of the lesson the learner should be able to **explain the benefits of regional trade** | * Explanation * Interpreting a map features * Questioning | * Explanation * Interpreting a map features * Questioning | * Wall maps of regional trade | OLT PBK7 PG 97  OLT TG PG | Written exercise |  |
| 2 | | Trade | Export and import | | By the end of the lesson the learner should be able to **list export from the region and the import fro the rest of the word** | * Explanation * Identifying ways * Discussion | * Explanation * Identifying ways * Discussion | * Wall maps of regional trade | OLT PBK7 PG 98  OLT TG PG | Written exercise |  |
|  | 3 | | Transport and communication | Transport network | | By the end of the lesson the learner should be able to **describe transport network in Africa** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Diagrams from pupils book | OLT PBK7 PG98  OLT TG PG | Oral questions |  |
| 12  13 | 4 | | Transport and communication | Advantage and disadvantages of different transport | | By the end of the lesson the learner should be able to **explain advantages and disadvantages of different form of transport** | * Observing chart * Identifying * Drawing * Discussion * explanation | * Observing chart * Identifying * Drawing * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG100  OLT TG PG | Drawing |  |
| 5 | | Transport and communication | Problem facing transport in Africa | | By the end of the lesson the learner should be able to **identify and describe problems facing transport in Africa** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 1 | | Transport and communication | Communication system in Africa | | By the end of the lesson the learner should be able to **describe the development of communication systems in Africa** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Oral questions |  |
| 1 | | **REVISIONS**  EXAMINATIONS | | | | | | | | Drawing |  |
| 14 |  | | **MARKIG AND CLOSING THE SCHOOL** | | | | | | | |  |  |

Social studies schemes of work

Standard seven Term III

**References**

1. Our Lives Today pupil’s book 7
2. Our Lives Today teacher’s guide book 7

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WEEK | LSN | TOPIC | SUB TOPIC | OBJECTIVES | TEACHER’S ACTIVITIES | LEARNERS ACTIVITIES | RESOURCES | REFERENCES | ASSESMENT | REMARKS |
| 1 | 1 | **Resources and economic activities**  **Tourism** | Tourist attraction | By the end of the lesson the learner should be able to **identify the main tourist attractions** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Sketch maps * Charts * Wall maps | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 2 | **Tourism** | Tourist destination | By the end of the lesson the learner should be able to **list the main tourist destination** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Sketch maps * Charts * Wall maps | OLT PBK7 PG105-117  OLT TG PG | Oral questions |  |
| 3 | **Tourism** | Contribution to the economy | By the end of the lesson the learner should be able to **identify and state the contribution of tourism to the economy** | * Observing chart * Identifying * Discussion | * Observing chart * Identifying * Discussion | * Sketch maps * Charts * Wall map | OLT PBK7 PG103  OLT TG PG | Drawing |  |
| 4 | **Tourism** | Challenges of tourism | By the end of the lesson the learner should be able **explain the challenges facing tourism in Africa** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Local environment * Wall maps | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 5 | **Urbanisation** | Major town and cities | By the end of the lesson the learner should be able to  **locate major towns and cities in Africa** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 2 | 1 | **Urbanisation** | Capital cities of Africa | By the end of the lesson the learner should be able to **identify capital cities of Africa** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Sketch maps * Charts showing capital cities * Wall maps | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 2 | **Challenges of Africans economy** | Effect and challenges of Africans economy | By the end of the lesson the learner should be able to **explain challenge facing African economy** | * Observing chart * Identifying * Drawing * Discussion | * Observing chart * Identifying * Drawing * Discussion | * Charts showing cities * Wall maps | OLT PBK7 PG103  OLT TG PG | Oral questions |  |
| 3 | **Challenges of Africans economy** | Effects of challenges | By the end of the lesson the learner should be able **to identify and explain the effects of challenges to the Africans economy** | * Explanation * Observing maps * Identifying Questioning | * Explanation * Observing maps * Identifying Questioning | * Maps * Charts showing symbols | OLT PBK7 PG105-117  OLT TG PG | Drawing |  |
| 4 | **Challenges of Africans economy** | Possible solution | By the end of the lesson the learner should be able to **explain possible solutions to these challenges** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | Charts showing symbols | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 5 | **Challenges of Africans economy** | Effort being made | By the end of the lesson the learner should be able to **appreciate the effort being made to deal with Africa development challenges** | * Explanation * Discussion | * Explanation * Discussion | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Oral questions |  |
| 3  4 | 1 | **Political development and systems** | Traditional forms of government | By the end of the lesson the learner should be able to **describe the tradition forms of government among Khoisan** | * Observing chart * Identifying * Discussion * explanation | * Observing chart * Identifying * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Drawing |  |
| 3 | **Political development and systems** | The Khoisan | By the end of the lesson the learner should be able to **describe political social economic organisation of the Khoisan** | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 4 | **Political development and systems** | Old Ghana | By the end of the lesson the learner should be able to **describe the tradition forms of government in old Ghana** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Wall maps * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 5 | **Political development and systems** | Political social economic organisation | By the end of the lesson the learner should be able to **describe political social economic** organisation in old Ghana | * Observing chart * Discussion * explanation | * Observing chart * Discussion * explanation | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 1 | **Scramble for and partition of Africa** | Reasons for scramble | By the end of the lesson the learner should be able **to explain the reason for scramble of Africa** | * Explanation * Identifying * Discussion | * Explanation * Identifying * Discussion | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Oral questions |  |
| 2 |  | Partition | By the end of the lesson the learner should be able **to describe the partition of Africa** | * Describing the partition * Explanation * Discussion | * Describing the partition * Explanation * Discussion | * Picture cuttings * Diagrams from books | OLT PBK7 PG105-117  OLT TG PG | Drawing |  |
| 3 | Resistance | Abagusii | By the end of the lesson the learner should be able to **describe how Abagusii reacted to scramble and partition of Africa** | * Explanation * Describing * Discussion * Observation | * Explanation * Describing * Discussion * Observation | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 4 |  | Samore Toure | By the end of the lesson the learner should be able to **describe how Samore Toure reacted to scramble and partition of Africa** | * Explanation * Identifying prehistoric sites * Discussion | * Explanation * Identifying prehistoric sites * Discussion | * Pictures of – * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Oral questions |  |
| 5 | Collaboration | Lewanika | By the end of the lesson the learner should be able to **describe how Lewanika reacted to scramble and partition of Africa** | * Explanation * Identifying * Discussion * Observation | * Explanation * Identifying * Discussion * Observation | * Pictures Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Drawing |  |
| 5 | 1 |  | Lenana | By the end of the lesson the learner should be able to **describe how Lenana reacted to scramble and partition of Africa** | * Observing maps * Identifying symbols * Drawing symbols * Interpreting a map | * Observing maps * Identifying symbols * Drawing symbols * Interpreting a map | * Sketch maps * Charts | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 2 | **Colonial administration** |  | By the end of the lesson the learner should be able to **describe some colonial system** | * Observing map * Observing chart * Identifying * Drawing | * Observing map * Observing chart * Identifying * Drawing | * Sketch maps * Charts showing | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 3 |  | Belgians in Congo | By the end of the lesson the learner should be able to **describe the colonial systems used by Belgium’s in Congo** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Charts showing Belgium in Congo | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 4 |  | French in Senegal | By the end of the lesson the learner should be able **describe the colonial systems used by French in Senegal** | * Conversion * Observing chart * Identifying * Drawing | * Conversion * Observing chart * Identifying * Drawing | * Local environment * Sketch maps * Charts s | OLT PBK7 PG103  OLT TG PG | Oral questions |  |
| 5 |  | Portuguese in Mozambique | By the end of the lesson the learner should be able to  **describe the colonial systems used by Portuguese in Mozambique** | * Observing chart * Identifying * Drawing | * Observing chart * Identifying * Drawing | * Sketch maps * Charts * Wall maps | OLT PBK7 PG105-117  OLT TG PG | Drawing |  |
| 6  8 | 1 |  | Effects of colonial rule | By the end of the lesson the learner should be able to **describe the effects of colonial rule in Africa** | * Demonstration * Drawing * Discussion * explanation | * Demonstration * Drawing * Discussion * explanation | * showing symbols colonial rule * Wall maps | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 2 | **Struggle for independence** | Ghana | By the end of the lesson the learner should be able to **describe the struggle for independence in Ghana** | * Demonstration * Drawing * Discussion * explanation | * Demonstration * Drawing * Discussion * explanation | * Pictures * Maps * Charts * Wall maps | OLT PBK7 PG105-117  OLT TG PG | Oral questions |  |
| 3 | **Struggle for independence** | Zimbabwe | By the end of the lesson the learner should be able **describe the struggle for independence in Zimbabwe** | * Demonstration * Drawing * Discussion * explanation | * Demonstration * Drawing * Discussion * explanation | * Maps * Charts * Wall maps | OLT PBK7 PG103  OLT TG PG | Drawing |  |
| 4 | **Life and contribution of prominent African leaders** | Nelson Mandela | By the end of the lesson the learner should be able to **describe life and appreciate contribution of nelson Mandela to the independence of his country** | * Demonstration * Drawing * Discussion * explanation | * Demonstration * Drawing * Discussion * explanation | * Maps * Charts Wall maps | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 5 |  | Gamal Abdel Nasser | By the end of the lesson the learner should be able to **describe life and appreciate contribution of Gamal Abdel Nasser to the independence of his country** | * Explanation * Identifying * physical activities * Discussion | * Explanation * Identifying * physical activities * Discussion | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 1 |  | Leopold Senghor | By the end of the lesson the learner should be able **describe life and appreciate contribution of Leopold Senghor to the independence of his country** | * Demonstration * Drawing * Discussion * explanation | * Demonstration * Drawing * Discussion * explanation | * Wall maps   Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
|  | 1 | **Present Swaziland** | Swaziland | By the end of the lesson the learner should be able to **describe the present government of Swaziland** | * Observation * Demonstration * Drawing | * Observation * Demonstration * Drawing | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Oral questions |  |
| 9 | 3 |  | Swaziland and Kenya | By the end of the lesson the learner should be able to **compare the systems of government in Swaziland and Kenya** | * Discussion * explanation * Questioning | * Discussion * explanation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Drawing |  |
| 4 | Organisation of African unity (**OA U) /African union** | Formation of African union | By the end of the lesson the learner should be able to **describe the formation of African union** | * Explanation * Identifying factor influencing weather * Discussion | * Explanation * Identifying factor influencing weather * Discussion | * chats * Wall maps * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 5 |  | Member of African union | By the end of the lesson the learner should be able to **identify and list the members of OAU** | * Discussion * explanation * Questioning | * Discussion * explanation * Questioning | * Wall maps * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Oral questions |  |
| 1 |  | Functions of OAU | By the end of the lesson the learner should be able **state functions of OAU** | * Explanation * Discussion | * Explanation * Discussion | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Drawing |  |
| 2 |  | Achievement of OAU | By the end of the lesson the learner should be able **to outline the achievement of OAU** | * Observation * Discussion * explanation | * Observation * Discussion * explanation | Diagrams from pupils book  a map | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 3 |  | Problems of OAU | By the end of the lesson the learner should be able to **state the problems faced by OAU** | * Explanation * Observation * Discussion | * Explanation * Observation * Discussion | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Written exercise |  |
| 4 |  | Why the formation of OAU | By the end of the lesson the learner should be able to **explain why OAU was formed** | * Explanation * Discussion * Observation | * Explanation * Discussion * Observation | * map * Diagrams from pupils book | OLT PBK7 PG105-117  OLT TG PG | Written exercise |  |
| 5 |  | Objectives of OAU | By the end of the lesson the learner should be able **to outline the objectives of OAU** | * Explanation * Identifying * Discussion | * Explanation * Identifying * Discussion | * Diagrams from pupils book | OLT PBK7 PG103  OLT TG PG | Oral questions |  |
| 10 | 1 | **Citizenship** | Elements of good citizenship | By the end of the lesson the learner should be able to **identify elements of good citizenship** | * Explanation * Observation * Discussion | * Explanation * Observation * Discussion | * Sketch maps * Charts | OLT PBK7 PG105-117  OLT TG PG | OLT PBK7 PG162-163  OLT TG PG |  |  |
| 2 |  | Collective responsibility | By the end of the lesson the learner should be able to **appreciate their role in working in the community** | * Observing map * Drawing regions * Calculating area | * Observing map * Drawing regions * Calculating area | * Sketch maps * Charts * Wall map | OLT PBK7 PG103  OLT TG PG | OLT PBK7 PG163-165  OLT TG PG |  |  |
| 3 | Democracy and human right | Responsibility of individual | By the end of the lesson the learner should be able to **state and appreciate their responsibility in a democracy** | * Explanation * Observation * Discussion | * Explanation * Observation * Discussion | * Sketch maps * Charts * Wall maps |  | OLT PBK7 PG166  OLT TG PG |  |  |
| 4 |  | Benefit of democracy | By the end of the lesson the learner should be able **state benefit of democracy** | * Explanation * Explanation * Questioning | * Explanation * Explanation * Questioning | * Local environment * Sketch maps * Wall maps |  | OLT PBK7 PG167  OLT TG PG |  |  |
| 5 |  | Importance of human right | By the end of the lesson the learner should be able to  **state the importance of respecting human right and demonstrate a sense of responsibility in respect of human right** | * Note taking * Discussion * Explanation * Questioning | * Note taking * Discussion * Explanation * Questioning | * Sketch maps * Charts showing |  | OLT PBK7 PG168  OLT TG PG |  |  |
| 11 | 1 | **Law peace and reconciliation** | Causes of conflict | By the end of the lesson the learner should be able to **describe and state factor that cause conflict in society** | * Drawing * Note taking * Discussion * Explanation | * Drawing * Note taking * Discussion * Explanation | * Sketch maps * Charts * Wall maps |  | OLT PBK7 PG170  OLT TG PG |  |  |
| 2 | **Law peace and reconciliation** | Ways of resolving conflict | By the end of the lesson the learner should be able to **state ways of resolving conflict and demonstrate willingness to resolve their conflict** | * Explanation * Note taking * Discussion * Drawing | * Explanation * Note taking * Discussion * Drawing | * Pictures * Maps * Charts * Wall map |  | OLT PBK7 PG172  OLT TG PG |  |  |
| 3 | **The government of Kenya** | The Kenyan constitution | By the end of the lesson the learner should be able **state the element and show respect for the Kenya constitution** | * Explanation * Note taking * Discussion * Explanation | * Explanation * Note taking * Discussion * Explanation | * Constitution of Kenya * Wall maps |  | OLT PBK7 PG173  OLT TG PG |  |  |
| 4 | **The government of Kenya** | The electoral process | By the end of the lesson the learner should be able to **identify role of citizen in electoral process and effects of none participation in the process** | * Explanation * Questioning * Drawing | * Explanation * Questioning * Drawing | * Maps * Charts * Wall maps |  | OLT PBK7 PG1  OLT TG PG |  |  |
| 5 | **The government of Kenya** | Role of citizen | By the end of the lesson the learner should be able to **explain and appreciate role of the citizens in the government** | * Note taking   Explanation   * Questioning | * Note taking   Explanation   * Questioning | * Maps * Charts showing |  | OLT PBK7 PG174  OLT TG PG |  |  |
| 1 | **R** | Responsibility of the government to the citizens | By the end of the lesson the learner should be able to **identify and state responsibility of government to the citizen a** | * Explanation * observation * Questioning | * Explanation * observation * Questioning | * Diagrams from pupils book |  | OLT PBK7 PG175  OLT TG PG |  |  |
| 12 |  |  |  | By the end of the lesson the learner should be able to **identify and appreciate the effort it make in carrying out its responsibility** | * Discussion * Identifying observation * Questioning | * Discussion * Identifying observation * Questioning | * Diagrams from pupils book |  | OLT PBK7 PG170-180  OLT TG PG |  |  |
| 13 | REVISION | | | | | | | | |  |  |
| 14 | EXAMINATION | | | | | | | | |  |  |