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

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| 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 2-4OLT 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 4-6OLT 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 6-9OLT 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 10-12OLT TGP1-4 | Written exercise |  |
| 34 | 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 12-14OLT 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 13-16OLT 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 17-18OLT 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 PG18-23OLT 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 23-24OLT 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 25-26OLT 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 25-4OLT 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 26OLT 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 27OLT 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 28OLT 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 28-29OLT 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 29-30OLT 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 -30OLT 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 -31OLT 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 32OLT 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 43OLT 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 44OLT 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 45OLT 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 46OLT 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 46OLT 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 47OLT 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 48-50OLT 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 52OLT SSTG PG 22 |  |  |
| 12 |  | REVISION |  |  |
| 13 |  | EXAMINATIONS |  |  |
| 14 |  | MARKING AND CLOSING THE SCHOOL |  |  |

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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

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| 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 57OLT 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 56OLT 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 52OLT 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 52OLT 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 PG56OLT 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 PG57OLT 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 PG58OLT 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 PG60OLT 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 PG61OLT 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 PG62OLT 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 PG63OLT TG PG | Written exercise |  |
| 4 | Agriculture  | Cloves inTanzania  | 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 PG64OLT 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 PG65OLT TG PG | Written exercise |  |
| 45 | 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 PG66OLT 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 PG67OLT 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 PG68OLT 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 PG70OLT 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 PG70OLT 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 PG71OLT 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 PG72OLT 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 PG73OLT 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 PG74OLT 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 PG75OLT 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 PG76OLT 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 PG77OLT 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 PG78OLT 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 PG80-84OLT TG PG | Written exercise |  |
| 89 |  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 PG85OLT 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 PG85OLT 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 PG86OLT 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 PG87OLT 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 PG88OLT 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 PG89OLT 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 PG90OLT 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 PG91OLT 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 91OLT 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 PG92OLT 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 PG92OLT 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 PG92-92OLT 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 PG93OLT 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 PG94OLT 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 PG95OLT 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 PG96OLT 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 97OLT 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 98OLT 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 PG98OLT TG PG | Oral questions |  |
| 1213 | 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 PG100OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT TG PG | Oral questions |  |
| 34 | 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT TG PG | Drawing |  |
| 68 | 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 booka map | OLT PBK7 PG105-117OLT 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 PG103OLT 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 PG105-117OLT 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 PG103OLT 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 PG105-117OLT TG PG | OLT PBK7 PG162-163OLT 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 PG103OLT TG PG | OLT PBK7 PG163-165OLT 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 PG166OLT 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 PG167OLT 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 PG168OLT 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 PG170OLT 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 PG172OLT 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 PG173OLT 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 PG1OLT 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 PG174OLT 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 PG175OLT 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 PG170-180OLT TG PG |  |  |
| 13 | REVISION |  |  |
| 14 | EXAMINATION |  |  |