



SOCIAL STUDIES SCHEME OF WORK PRIMARY SEVEN TERM TWO

LEARNING OUTCOMES:

1. The learner demonstrates and promotes positive values and social practices in the society, and shows respect for his/her own and their cultures.
2. i) The learner appreciates the importance of interdependence of nations and continents.
ii) Learner demonstrates the uses of maps, reading skills, interpretation and analysis to collect information.
3. The learner demonstrates knowledge and appreciates the rights of an individual, society and collective responsibility in building social justice and political order.
4. Learner appreciates the value of interdependence, what happened after independence and the importance of co-operation among states.

W K	P D	THE ME	TOPIC	SUB TOPIC	CONTENT	COMPETENCES		METHO DS/TE CHNIQ UES	ACTIVITY	INDICATORS OF LIFESKILLS & VALUES	T/L AIDS	REF	R E M
						SUBJECT	LANGUAGE						
1	1 & 2	LIVIN G TOG ETH ER IN	NATION ALISM AND THE ROAD TO INDEPE	NATION ALISM	-Meaning of Pan-Africanism, Pan Africanist, Nationalism, Nationalists, Patriotism -The work of Pan-Africanists and nationalists	The learner, *Discusses Pan Africanism and nationalism *Explains the work of Pan-Africanists	The learner, Correctly uses the following words related to the topic *Nationalism	- Expla nation - Discus sion	Discussing the meaning of Pan Africanism, Pan Africanists,	Effective communication Self awareness Self esteem	Chalk board illustration	Curriculum teacher guide pg 497	

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		AFRI CA	NDENC E OF AFRICA		-African countries that weren't colonised -Reasons for maintaining their independence	*Identifies the countries that were not colonised in Africa. *Discusses reasons why that weren't colonised.	*Pan-Africanism *Patriotism *Independence *Freedom *Detention		nationalist, nationalism	Forgiving others Assertiveness			
3 & 4					-The origin of Pan-Africanism in USA. -Earliest leaders of Pan-Africanism e.g. *Booker Washington *J.E.K Aggrey *Dr. William Dubois e.t.c -Reasons why Africans demanded for their independence. -Personalities that fought for independence and their home countries -The Road to independence of some African countries -Methods used in the struggle for their independence	The learner, -Identifies the personalities who fought for Africa's independence and Pan Africanism -Discusses the reason why Africans wanted independence -Identifies the leading nationalist who fought for independence -Discusses the methods used to gain independence.	The learner correctly uses these words *Resources *Discrimination *Oppression *Equality *Dignity *Freedom	Discus sion Expla nation	Stating reasons why Africans wanted independence -Drawing a map of Africa showing African independent states and their former colonial masters.	Fluency Audibility Talking about one's self Being open	Chalk board illustra tion	MK SST Bk.7 and Trs Guide BK.7 pr 196- 198	
5 & 6					Apartheid Policy. -Definition of apartheid policy -Ways in which apartheid was promoted -Reactions towards apartheid policy by Africans -World's disapproval about apartheid policy	The learner's -Define apartheid -identifies the personalities who fought apartheid policy -mentions the homelands for the Blacks in South Africa	The learner uses these words -Apartheid -Races -Racial -Discriminate -segregation	Questi on and answe r Discus sion Expla nation	Listing the example of Bantu stans	Fluency Being open Expressing our point of view Talking about self.	Chalk board illustra tion	MK SST Bk.7 pg 96-98	

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7 & 8				-Problems Pan-Africanists & nationalists faced in the struggle for independence -Multi-party system and its definition -Advantages and disadvantages of the multi-party system -single party system -Advantages and disadvantages of single party system.	The learner, -Discusses the advantages and disadvantages of multi party system and single party system	The learner correctly uses these words. *Political party *Multi-party *Single Party *delegation *Hierachy *leadership *corruption *Dictatorship *petition e.t.c	Expla nation Discus sion	Discussing the advantaged of multi- party system and single party system	Confidence Working in groups acceptance	Chalk board illustra tion	Mk SST Bk.7 pg 196- 198	
2 1 & 2		POST INDEPE NDENC E AFRICA	ORGAN ISATIO N OOF AFRICA N UNITY (o.a.u)	-Formation of O.A.U -Why it was formed -Objectives of OAU -Achievements failures (problems) that OAU faced -solutions of the OAU -Founder members of OAU and states -Organs of the OAU and their function. -Prospects of the OAU	The learner; Explains why OAU was formed -Identifies the founder members of OAU -Lists the organs of OAU	The learner correctly uses these words correctly. -Unity -Founder -challenge -objective -Failure The learners uses the words correctly like Apartheid , funds, policy, dependence	Expla nation Discus sion	Discussing why OAU was formed, its founder members and objective. Describing the organs of O.A.U -Listing the founder members of OAU	Logical flow of ideas Verbal Negotiating sharing	-do-	Mk SST Bk.7 pg 101 New Fountai n Bk.7 pg 130	
3 & 4			AFRICA N UNION (A.U.)	-Formation of AU -Founder members of AU -Reasons why it was formed -Major organs of the AU -Functions of the AU organs	The learner; -Identifies the founder members of AU. -Identifies reasons why AU was formed -Identifies the organs of AU -mentions the chairperson of AU	The learner uses these words e.g. *Form *member *organs *future *co-operation	- Discus sion - Inquiry - Expla nation	-Listing the Founder members of A.U -Naming the organs of AU	Articulation Concern Evaluating Accuracy	Text book s	New Fountai n SST Bk. 7 pg133- 134 New Fountai	

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					-Future prospects of the AU -Factors hindering co-operation in Africa.		*working together		-Listing the factors hindering co-operation in Africa		Text books	n SST Bk.7 pg 137	
5 & 6			POST INDEPENDENCE AFRICA	REGIONAL BODIES IN AFRICA	-Definition of Regional Economic grouping. -Examples of the regional bodies e.g. *COMESA *ECOWAS *SADC e.t.c. -State another word for Regional economic grouping. -General objectives of the Regional bodies -Advantages and disadvantages of co-operation	The learner; -lists down the examples of the regional bodies -Defines regional bodies	The learner correctly uses these words *market *community *co-operation *Development	- Practice and Review Discussion Explanation	Listing the regional economic grouping in Africa	Confidence Fluency Working in groups using appropriate language	Chalk board illustration	Mk SST Bk.7 pg 108-109 New Fountain SST Bk.7 pg 138-140	
7 & 8				COMESA	-writing COMESA in full -its former name -The headquarters of COMESA -Reasons why COMESA was set up -The member states of COMESA -Ways in which member states benefits from it. -Identify the problems COMESA faces.	The learner; -Identifies the member states of COMESA -Tells the first name of COMESA -states the reason why it was formed	The learner uses these words correctly *market *community *co-operation	Discussion Explanation	Drawing a map of Africa showing the member states of COMESA	Audibility Taking decision Sharing	Text books	New Fountain SST Bk.7 pg 138-140	
3	1 & 2			SADC	-When it was formed -Its first name -Writing SADC in full -Member states	The learner; -tells the first name of SADC	The learner correctly uses these words *market	Question and	Drawing the map of Africa showing the	Fluency Confidence Working in groups	Textbooks	New Fountain SST BK.7	

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					-Reasons why it was formed -Ways in which the member states have benefited from SADC -Identify the problems it faces	-states the reasons why SADC was formed -Identifies the member states of SADC	*community *co-operation	answe r Expla nation	member states of SADC.			pg 140-141	
	3 & 4			ECOWAS	-Discuss when it was formed -state its member states -Its military wing -State the aims of forming ECOWAS -Identify the problems it faces	The learner; -tells the year when ECOWAS was formed -Lists down the member states of ECOWAS	The learner correctly uses these words e.g. *market *community *co-operation	Discus sion Expla nation	Drawing the map of Africa showing the member states of ECOWAS	Articulation Using polite language Evaluating	Text book s	New Fountain SST Bk.7 pg 142-143	
	5 & 6		POST INDEPENDENCE IN AFRICA	REGIONAL BODIES IN AFRICA	E.A.C -When it was formed -Discuss when it was formed -How it was called before -services and departments run by the East African High commission -Founder members of the EAC	The learner; -Defines a common market -states the reason for setting up the EAHC -Tells the founder members of EAC	The learner uses the words correctly e.g. *market *community *co-operation	Discus sion Expla nation	Listing the services and departments of EAHC	Accuracy Concern Negotiation	Chalk board illustra tion	Mk SST Bk.6 pg 166-167	
	7 & 8				-Objectives for forming the EAC -services provided by the EAC -Problems (causes) for the collapse of the EAC. -Heads-of state by the time the EAC collapsed -East African Co-operation	The learner; -states the reasons why the EAC was formed in 1967 -states the causes for the collapse of the EAC -Tells ways in which Amin Dada contribute to its collapse.	The learner uses the words correctly e.g. *community *Market *co-operation	- Practi ce and Revie w - Discus sion	Stating the causes for the collapse of the EAC	Fluency Sharing Acceptance	Chalk board illustra tion	MK SST BK.6 pg 169-170	

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					-Discuss when it was revived & the Heads- of state that revived it.			Explan					
4	1 & 2				-Reasons for the revival of the EAC in 1994 -The area where its headquarters are found. K.B.O -Discuss when it was formed. -state the objectives for its formation -Name the trading partners -state the achievements of K.B.O -Identifies the problems (failures) of K.B.O	The learner; -states the reasons why the EAC was formed. -Identifies the member states of K.B.O -Mentions the achievements of K.B.O	The learner uses the words correctly e.g *community *market *co-operation	Discus sion Expla nation	Discussing the achievements of K.B.O	Confidence Responsibility Articulation	-do-	New Fountain SST Bk.7pg 145-146	
	3 & 4		POST INDEPENDENCE IN AFRICA	REGIONAL BODIES	-Advantages of regional bodies. e.g. -They create friendship and unity among the member states -They promote development -They provide information to the member states e.t.c Disadvantages (problems) facing regional bodies e.g. *Lack of funds *They are too large to manage *Political instability e.t.c.	The learner; -states the advantages of economic grouping -suggest the problems affecting the regional economic groupings	The learner uses the words correctly e.g. *community *market *co-operation	Discus sion Expla nation	Suggesting the ways in which regional bodies are of importance to the member states	Confidence Sharing Audibility Using appropriate	Chalk board illustration	New Fountain SST Bk.7 pg 147-148	
	5 & 6		ECONOMIC DEVELOPMENT	MAJOR ECONOMIC RESOURCES	-Definition of Resources -Types of resources and their definition	The learner; -Defines resources *Natural resources	The learner correctly uses the following words	*practice and Review	Discussing the major resource of Africa	Meaningfulness Articulation Sharing	-do-	Mk SST Bk.7 pg 115	

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			T IN AFRICA	RCES OF AFRICA	-Examples of resources in Africa	-Identifies the types of natural resources -mention the examples of resources in Africa	-Resources -natural resources	*Discu ssion *Expla nation		Love Care			
	7 & 8				LAND- Types of land -Uses of land to people MINERALS- Definition of Minerals -Types of minerals -Examples of minerals -Ways in which minerals are useful. ANIMALS – Types of animals -Examples of each type of animal -Ways in which those animals are useful and dangerous GRASSLAND-Types of grassland -Uses of grasslands and forests -Ways in which climate is useful WATER- Used of water -sources of water	The learner; -states the uses of land to people -Lists down the examples of minerals and ways in which they are useful. -Tells ways in which Animals are useful to people -States the uses of grasslands to people	The learner correctly uses the following words e.g. *Minerals *Resources *Grasslands *natural resources	Practi ce and Revie w Discus sion Expla nation	Listing ways in which the resource are useful to people	Fluency Responsibility Working in groups	-do-	Mk SST Bk.7 pg 114-115	
5	1 & 2		ECONO MIC DEVEL OPMEN T IN AFRICA		-Problems faced in the utilization of resources -Ways of caring for our resources	The learner; -discusses the problems faced in the utilization of resources -Identifies the ways of caring for our natural resources	The learner uses correctly these words e.g. *Resource *natural resource	Discus sion Questi on and answe r	Discussing ways of caring for the resource	Fluency Sharing Audibility Concern	Chalk board illustra tion	Mk SST Bk.7 pg 114	
	3 &		MAJOR ECONO	<u>NIGERIA</u>	-Its location in Africa	The learner;	The learner uses the	Questi on	Identifying the	Confidence Sharing	Chalk board	MK SST	

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4			MID DEVEL OPMEN T IN AFRICA	<ul style="list-style-type: none"> -People found in Nigeria *neighbours of Nigeria -Climate region in which it lies *<u>Farming</u> -crops grown in Nigeria e.g. Palm oil, cocoa, cotton, coffee, g.nuts -Animals reared in N.Nigeria i.e cattle, sheep, goats (pastoralism) <u>Palm oil growing</u> *conditions necessary for Palm oil growing *Ways in which it is harvested *uses of Palm Oil *Problems facing Palm oil growing in Nigeria 	<ul style="list-style-type: none"> -identifies the major economic activities carried out in Nigeria. -State the crops grown in Nigeria -Identifies the tribe in Nigeria that carries our pastoralism -states the uses of Palm oil. 	<ul style="list-style-type: none"> words correctly e.g. -Irrigation -farming -nomadism - Transhumance 	and answe r Expla nation	economic activities done in Nigeria	Negotiating	illustr ation	BK.7 pg 194- 197	
5 & 6				<u>OIL DRILLING</u> <ul style="list-style-type: none"> -Machine used in drilling oil -Formation of oil -Explaining porous and non-porous rocks -Areas in Nigera where oil is crilled from and how it is processed -Definition of an oil refinery -Products got from petroleum oil -Processes & columns in which crude oil is heated. -Trading partners of Nigeria 	<ul style="list-style-type: none"> The learner; -Discusses ways in which oil was formed -Tells the area in Nigeria where most oil refineries are found -Identifies the products got from oil 	<ul style="list-style-type: none"> The learner correctly uses the words related e.g. Machine, porous, drilling, refinery, process 	Discus sion Expla nation	Describing ways in which oil was formed	Logical flow of ideas Accuracy Sharing	-do-	Mk SST Bk.7 pg 198- 200	

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	7 & 8		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENTS IN AFRICA	<u>OPEC</u> -stating it in full -member states of OPEC in Africa and outside Africa. -Objectives for setting up OPEC -Examples of the oil companies in Uganda -Ways in which oil drilling is important to any country -Ways in which oil mining (drilling) in Nigeria has contributed positively and negatively.	The learner; -writes OPEC in full -Identifies the member states of OPEC -states the main objectives for setting up OPEC -Tells ways in which oil drilling is important to a country	The learner correctly uses the following words e.g. *company *Drilling *Industrialisation	Discussion Discovery Explanation	Listing the oil companies in Uganda	Articulation Confidence Sharing	Chalk board illustration	Mk SST Bk.7 pg 201	
6	1 & 2				<u>Industrialisation in Nigeria</u> -Definition of Industrialisation -Types of industries -Factors that are promoting industrialization in Nigeria -Importance of industrialization => H.E.P project along R. Niger was started in 1957 and constructed a dam called Kainji Dam. -Benefits of the Nigerians from the Dam -similarities and differences between Nigeria and Uganda	The learner; -defines industrialisation -Identifies the factors that have promoted industrialisation in Nigeria -States ways in which Kainji Dam has benefited the Nigerians	The learner correctly uses these words e.g. *industry *Industrialisation *Power *Benefits	- Discovery Inquiry Explanation	Listing the factors that have promoted industrialisation	Verbal Logical flow of ideas Working in groups Using appropriate language	Chalk board illustration	Mk SST Bk.7 pg 202	
	3 & 4				<u>LIBYA</u> -its location -people found in Libya	The learner;	The learner correctly spells	- practice and	Drawing Libya's map	Audibility Sharing	Textbooks	Mk SST Bk.7 pg	

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					-Neighbouring countries of Lbya -Libya's economy -other minerals mined in Libya e.g Salt, Natural gas, Potash -Agriculture in Libya -Libya's climate	-Identify the part of Africa where Libya is found. -Tells the neighbouring countries of Libya -compare Libya and Nigeria in terms of *climate *population *Economy	the words e.g. *Location *economy *minerals	Review Discussion Explanation	and its neighbours	Co-operation		204-205	
5 & 6		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<u>OIL PRODUCTION IN LIBYA</u> -people who studies rocks -Definition of:- *oil fields *off shore oil fields *Crude oil *Drilling *Oil wells -Ways of transporting oil from oil wells -Terminal centres -Reasons why Libya's oil was on high demand -Trading partners of Libya -Benefits of the Oil Industry in Libya -Problems caused by the oil industry.	The learner; -Tells the people who studies different rocks -Defines these terms *Drilling *oil wells *oil fields -Tells ways in which oil is transported from oil wells to the refineries -Identifies ways in which oil mining is important to any country	The learner correctly spells the words e.g. *Drilling *oil wells *fields *Terminal centres	Question and answer Discovery Explanation	Listing the benefits of the oil industry to the countries	Self awareness Taking decision Negotiating	Chalk board illustration	MK SST BK.7 pg 205-208		
7 & 8				<u>GHANA</u> -its geographical location -Neighbouring countries to Ghana -People found in Ghana -climate of Ghans -crops grown in Ghana e.g. cocoa, maize, Palm	The learner; -Identifies the geographical location of Ghana. -Tells the people of Ghana -Tell the climate experience in Ghana	The learner correctly spells the words e.g *Location *Neighbouring *Agriculture	Practice and Review Discussion	Drawing the map of Ghana and show her neighbours	Finding different ways of doing things. Responding to questions appropriately	Text books	Mk SST Nk.7 pg 186-187		

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					oil, cotton, coffee, coco yams, millet e.t.c.			Explan		Confidence			
7	1 & 2				<u>COCOA GROWING IN GHANA</u> -People who introduced it in Ghana and where it was first grown. -conditions necessary for cocoa growing -Planting and harvesting of cocoa -Districts in Uganda where cocoa is mainly grown. -Fermentation, its definition and why it is done -Uses of cocoa -Problems facing cocoa growing in Ghana	The learner; -Tells the conditions necessary for cocoa growing -Tells how cocoa is planted -lists the problems facing cocoa growing	The learner correctly uses the words e.g. *condition *Harvesting *Fermentation *cocoa	Discus sion Expla nation	Listing the uses of cocoa -Drawing the map showing the cocoa growing areas	Analysing statements Logical reasons	Text books	MK SST Bk.7 pg 187-189	
	3 & 4		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<u>Hydro Electric power production in Ghana</u> -Reasons why this power project was started -Personality that started it. -The river on which this project is located -How important is the project -Problems caused by the construction of the Akasombo dam. -Factors that favoured the Akasombo dam Project.	The learner; -identifies the dam used in generating H.E.P in Ghana -Tells the river on which the dam is found -Tells the problems caused by the construction of the dam	The learner correctly spells and uses the words e.g. *Project *Personality *Da *construction	- Discov ery Discus sion Expla nation	Listing the factors that favoured the construction of Akasombo dam.	Logical reasoning Audibility Selecting & evaluating information	Chalk board illustration	MK SST BK.7 pg 191-192	

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5 & 6				<u>SUDAN</u> -Its location -climate of South & North Sudan -crops grown in Sudan i.e. North and South Sudan e.g. cotton, millet, Rice, sorghum e.t.c -Animals reared e.g. Camels, sheep, goats, cattle e.t.c <u>Gezira Irrigation scheme</u> -Location of Gezira Irrigation Scheme -Factors that favoured the scheme e.g. *Gentle sloping land *Soils with high clay content *climate e.t.c -Extension of the scheme.	The learner; -Identifies the crops grown in the Gezira Irrigation scheme -States the factors that favoured the location of the Gezira irrigation scheme	The learner correctly uses the words e.g. *Location *scheme *Agriculture	- Discovery - Discussion	Drawing the map of Gezira Irrigation scheme	Meaning fullness Initiating new ideas Verbal Drawing	Text books	Mk SST BK.7 pg 222-224	
7 & 8				-The dams found along the Gezira Irrigation scheme -Benefits of the Gezira Irrigation scheme -Work of the tenants on the scheme -Problems facing the scheme e.g. *shortage of labour *lack of capital for maintenance *Stiff competition etc.	The learner; -Tells the benefits of the Gezira Irrigation Scheme to the Government -States the problems facing the scheme	The learner correctly uses the words e.g. *Irrigation *Benefirs *Tenants *Labour *capital	- Discussion - Explanation	Listing the problems facing the Gezira Irrigating scheme	Negotiating Evaluating facts Giving reason for action taken Drawing	Chalk board illustration	Mk SST Bk.7 pg 225	
8 1 & 2		ECONO MIC DEVEL	MAJOR ECONO MIC	<u>EGYPT</u> -Its location and her neighbours	The learner; -tells Egypt location	The learner correctly uses the words e.g.	Discussion	Drawing the map of Egypt	Logical reasoning	Textbook	Mk SST Bk.7 pg	

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			OPMENT IN AFRICA	DEVELOPMENT IN AFRICA	-People and their language spoken -civilization in Egypt -Egypt's climate and Agriculture	-Gives the reason why civilization started in the Nile valley of Egypt	*boarded *city *official *language *Civilization	Illustration Explanation		Responding to questions Drawing		216-217	
	3 & 4				<u>THE ASWAN HIGH DAM</u> -The country where it is located -man-made lake found along this dam -reasons for constructing the Aswan High dam -Benefits of the dam to the government -Disadvantages of the dam.	The learner; -tells the river on which the Aswan High dam is found. -states the reasons why Aswan High Dam was constructed.	The learner uses correctly the words e.g. *dam *benefits *generating *Industrialisation	- Question and answer discussion Explanation	Listing the reasons for constructing Aswan High Dam	Fluency Evaluating facts Appreciation	Chalk board illustration	MK SST BK.7 pg 218-219	
	5 & 6				<u>MINING IN EGYPT</u> -definition of mining -types of mining -minerals mined in Egypt -importance of mining to the Egyptians. -Ways in which mining is of a disadvantage	The learner; -defines mining -identifies the minerals mined in Egypt -States ways in which mining is important	The learner correctly uses the words e.g. *mining *mines *miners *minerals *Egyptians	inquiry practice and review Explanation	Listing the benefits of mining to the country	Confidence Logical reasoning Making the best use of the information you have.	-do-	Mk SST Bk.7 pg 219-220	
	7 & 8				<u>INDUSTRIAL EXPANSION IN EGYPT</u> -location of the most industries -types of industries -Factors that have promoted industrial expansion in Egypt. -How valuable are the industries to the government. -Disadvantages of Industries	The learner; -tells the towns in Egypt that are highly industrialised -Identifies the factors that have promoted industrialisation in Egypt -Tells the uses of industries to people	The learner correctly uses the words e.g. *Industry *Industrialisation *valuable *transport	Discussion Explanation	Listing the factors that have promoted industrial expansion in Egypt	Meaningfulness Initiating new ideas Analysing statements	Chalk board illustration	Mk SST k.7 pg 220-221	

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					-How transport & communication are important to the country								
9	1 & 2		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	SOUTH AFRICA -Mining in South Africa -minerals mined in South Africa. -Places where the minerals are mined -A map showing the mines in South Africa	The learner; -defines mining -mentions the minerals and places where they are mined	The learner correctly uses the words e.g. *mining *mines *Gold rush	- discovery - inquiry - discussion	Drawing a map showing the minerals of South Africa	Verbal Appreciation Making best use of the information you have Evaluating facts	Textbook	Mk SST Bk.7 pg 143	
	3 & 4				-Importance of mining to South Africa -Factors that have contributed to the development of mining industry in South Africa -Disadvantages of mining in South Africa	The learner; -states the uses of mining to the country -Identifies the factors that have contribute to the development of mining	The learner correctly uses the words e.g. *mining *skilled *technology *income *minerals	Discussion Explanation Question and answer	Listing the importance of mining to the Republic of South Africa	Articulation Making a choice Appreciation	Chalk board illustration	MK SST Bk.7 pg 145-146	
	5 & 6				FARMING IN S.AFRICA -Definition of farming -Type of faming practiced in South Africa e.g. Ranching. -Examples of ranches in South Africa -Dairy farming & animals reared in S. Africa i.e. pastoralism -similarities and differences between Ranching and pastoralism -Problems facing Ranching	The learner; -Defines Ranching and pastoralism -tells ways in which ranching and pastoralism are important -states the problems facing ranching	The learner correctly uses the words e.g. *Ranch *pastoralism *pastoralists *Ranch farm	Question and answer Explanation	Stating the uses of farming and problems facing farmers in Africa	Confidence Initiating new ideas Analyzing statements	Chalk board illustration	New Fountain SST Bk.7 pg 156-158 and MK SST Bk.7 pg 167-170	

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	7 & 8				INDUSTRIALISATION -definition of industrialization and industrial expansion -factors considered before setting up an industry -Factors that have promoted industrialisation in South Africa	The learner; -defines industrialisation -states the factors that have promoted industrialisation in South Africa	The learner correctly uses the words e.g. industrialisation *considered *expansion	Question and answer Discussion Explanation	Listing the factors that have promoted industrialisation in South Africa	Verbal Fluency Logical thinking Appreciation	-do-	Mk SST Bk.7 pg 116-118 & Mk Old Edition pg 157-158	
10	1 & 2		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	DEMOCRATIC REPUBLIC OF CONGO (D.R.C) -Its location & the neighbouring states -People found in the D.R.C -The climate of D.R.C -Economic activities done in the D.R.C	The learner; -Draws the map of D.R.C and its neighbours -mentions the economic activities done to the D.R.C	The learner correctly uses the words e.g. *Location *Neighbouring *Economy	Illustration Discussion Explanation	Drawing the map of DRC and her neighbours	Articulation Evaluating facts Drawing Responding to questions appropriately.	Textbook	MK SST Bk.7 pg 180-184	
	3 & 4				-Definition of Farming and Lumbering -crops grown in D.R.C -Reasons why Lumbering is done in the DRC -Problems faced by Lumberjacks -Transport in the DRC	The learner; -Identifies the crops grown in the D.R.C -tells the sea ports that D.R.C uses in her imports and exports	The learner correctly uses the words e.g. *Farming *Lumbering *Lumberjacks	- Discussion - Explanation	Listing the crops grown in D.R.C	Fluency Evaluating facts Analyzing statements	Chalk board illustration	Mk SST Bk.7 pg 184-185	
	5 & 6				MINING IN D.R.C -Definition of mining -Areas where mining is done and the minerals mined there. -Drawing a map showing Mining areas -Methods used in Mining minerals in the DRC	The learner; -defines mining -tells the minerals mined in DRC -Draws a map showing Mining areas in the D.R.C	The learner correctly uses the words e.g. *Mining *mines *minerals	Discussion Explanation Question and answer	Drawing the map of DRC showing the mining areas	Meaningfulness Logical reasoning Making the best use of information you have	Textbooks	Mk SST Bk.7 pg 151-152 & Old Edition Mk SST Bk.7 pg	

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					-Problems affecting mining industry in D.R.C							181-182	
	7 & 8				ZAMBIA -its location and her neighbours -People found in Zambia -Relief and drainage of Zambia -Climate of Zambia and Agriculture -Drawing a map of Zambia with her neighbours.	The learner; -Tells the neighbours of Zambia. -tells the groups of people in Zambia -Identifies the lakes rivers and dams in Zambia -Tells the climate experience in Zambia	The learner correctly uses the words e.g *Location *Relief *Drainage *Agriculture	Discussion Question and answer	Listing the crops grown in Zambia	Effective communication Analyzing statements	Text books	Mk SST Bk.7 pg 171-172	
11	1 & 2		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR DEVELOPMENT IN AFRICA	<u>MINING IN ZAMBIA</u> -Definition of mining -What the economy of Zambia depends on -Area where copper is mined -Methods of mining copper in Zambia -uses of copper -other minerals mined in Zambia -Benefits of the mining industry to Zambia -Problems facing the Zambian copper industry. -Problems caused by the mining industry in Zambia	The learner; -defines mining -Tells what the economy of Zambia entirely depends on -Identifies the mineral mined at copper belt -states ways in which mining is important to the country. -Mentions the problems facing the copper mining industry	The learner correctly uses the words e.g. *mining *copper belt *uses	- discussion - question and answer	Listing the uses of copper	Confidence Verbal Logical thinking	Chalk board illustration	Mk SST Bk.7 pg 172-177	
	3 & 4				<u>LANDLOCKEDNESS</u> -definition of land locked countries -examples of land locked countries -problems faced by land locked countries	The learner; -defines a land locked country -Mentions the problems faced by land locked countries	The learner correctly uses the words e.g. *Landlocked *Privacy *secrecy *Taxation	Practice & Review Discussion	Listing the landlocked countries	Articulation Logical reasoning Self identification	-do-	Mk SST Bk.7 pg 177-178	

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					-Ways of solving the problems affecting land locked countries								
	5 & 6				<u>RWANDA AND BURUNDI</u> -Their location -People(population) found in those countries -Relief, climate, vegetation -Economic activities -problems hindering the economy of the countries like Burundi e.g. *instability *low life expectancy *poor road network e.t.c	The learner; -tells the location of Rwanda and Burundi -Tells the rivers and lakes found in the two countries -Identifies the groups of people found in Rwanda and Burundi	The learner correctly uses the words e.g *Location *Economic *Hindering	Question and answer Discussion	Listing the economic activities done in Rwanda and Burundi	Confidence Love Sharing Evaluating	Text books	Mk SST pg 209-214	
	7 & 8		ECONOMIC DEVELOPMENT IN AFRICA	MAJOR ECONOMIC DEVELOPMENT IN AFRICA	<u>ETHIOPIA & SOMALIA</u> -Location of the countries -People found in the two countries -Economic activities done in the countries -climate and vegetation	The learner; -identifies the location of Ethiopia and Somalia -Tells the economic activities done in Somalia and Ethiopia	The learner correctly used the words *Somalis *Mountainous *Arabic	Discussion Question and answer Explanation	Listing the economic activities done in Somalia and Ethiopia	Fluency Confidence Selecting & evaluating information Finding different ways of doing things.	Chalk board illustration	Mk SST Bk.7 pg 226-231	
1 & 2	1 & 2				<u>UGANDA</u> -Its climate -Farming *Types of farming practiced in Uganda *Importance of farming *Problems faced by farmers *solutions	The learner; -defines farming -Identifies the types of farming practiced in Uganda. -Tells the uses of farming to Ugandans	The learner correctly uses the words e.g. *Farming *farmers *requirements	Discussion Explanation	Listing the problems facing farmers in Uganda	Confidence Logical reasoning Taking a decision	-do-	Teachers collection on MK SST Standard Pg 213-221	
	3 & 4				<u>MINING IN UGANDA</u> -Minerals mined in Uganda and their location	The learner; -defines minerals	The learner correctly uses the words e.g.	Discussion	Listing the minerals	Articulation Analyzing statements	Chalk board	Mk Standard SST	

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					-Types of minerals -Methods used in mining -Why Uganda has failed to mine its minerals -Importance of Mining (minerals)	-states the reasons why some minerals are not mined in Uganda	*mines *minerals *opportunities	Expla nation	found in Uganda	Initiating new ideas Appreciating	illustr ation	for Upper pg 199- 201	
	5 & 6				<u>IRRIGATION SCHEMES</u> -Definition of irrigation -Examples of irrigation schemes -Advantages and disadvantages of irrigation schemes	The learner; -defines irrigation -states the advantages of irrigation	The learner correctly uses the words e.g. *irrigation *schemes	Questi on and answe r Expla nation	Listing the irrigation schemes in Uganda	Logical flow of ideas Initiating new ideas Making the best use of information you have	Textb ook	Mk SST K.6 pg	
	7 & 8				<u>PASTORALISM</u> -Definition of Pastoralism, Nomadic pastoralism -examples of pastoralists -Reasons why nomads move from place to place -Problems faced by nomads	The learner; -Defines Pastoralism -states the examples of pastoralists -tells the reasons as to why nomads move	The learner correctly uses the words e.g. *Pastoralism *Pastoralists *Nomads	- practi ce and review Discus sion	Listing the problems facing the pastoralists	Audibility Logical reasoning Making the best use of information you have	Chalk board illustr ation	Mk SST standar d for upper pg 219- 221	
1 3	1 & 2		ECONO MIC DEVEL OPMEN T IN AFRICA	AFRICA'S CHALLE NGES	Problems facing African countries are categorized in three ways i.e. 1.Economic problems 2.Political problems 3.Social problems Social problems e.g. *Illiteracy *Diseases *ignorance *High fertility rate *Brain and Talent drain -causes of famine	The learner -identifies the Social problems affecting African countries -Tells the causes of early pregnancy in girls. -Tells why people in Africa are illiterate	The learner correctly uses these words e.g. *Ignorance *Teenage *Mortality *Fertility	Discus sion Expla nation	Listing the social problems affecting Africa	Meaningfuln ess Initiating new ideas Taking a decision	Chalk board illustr ation	Mk SST Bk.7 pg 164 Mk SST Standa rd for upper pg 310	
	3 & 4				Economic challenges e.g. *poverty *corruption	The learner;	The learner correctly uses the words e.g.	Questi on and	Listing the economic	Accuracy Innovativene ss	-do-	Mk SST Standa	

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					<ul style="list-style-type: none"> *High levels of unemployment *Poor transport & communication *Low level of technology e.t.c -causes of poverty among people -Evil and forms of corruption -Ways of overcoming poverty and corruption 	<ul style="list-style-type: none"> -states the economic problems affecting African countries -Tells the causes of poverty among people -Mentions the evils of corruption 	<ul style="list-style-type: none"> *Poverty *Technology *Unemployment 	answer Explanation	challenges facing Africa	Taking a decision		rd for Upper pg 338	
	5 & 6				<ul style="list-style-type: none"> Political problems e.g. -lack of democracy -military coups -civil wars-Tribalism& nepotism e.t.c --Definition of wars --Results of wars --Ways of overcoming them --causes of military coups 	<ul style="list-style-type: none"> The learner; -defines democracy -tells ways in which democracy is exercised -Defines wars -identifies the causes of wars in Africa. 	<ul style="list-style-type: none"> The learner correctly uses the words e.g. *democracy *Nepotism *Tribalism *wars 	- Question and answer Explanation	Listing the causes of wars in Africa	Confidence Logical reasoning Giving reasons for actions taken	Chalk board illustration	Mk SST Standard pg 339-340	
	7 & 8				<ul style="list-style-type: none"> Solutions to the problems facing African countries e.g. *Promoting good governance *Modernising Agriculture *Introduction of UPE and USE in all countries -Major problems facing the rest of the world. 	<ul style="list-style-type: none"> The learner; -states solutions to the problems affecting Africa -Tells how good governance can be promoted 	<ul style="list-style-type: none"> The learner correctly uses the words e.g. *Elnino *Tsunami *Modernisation *Unity 	Discussion Explanation	Listing the solutions to the problems facing African countries	Meaningfulness Selecting and evaluating information Appreciation	-do-	Mk SST Standard for Upper pg 340-343	
14	1 & 2		MAJOR WORLD ORGANISATION	FIRST WORLD WAR	<ul style="list-style-type: none"> -The year it started and ended -country that started it 	<ul style="list-style-type: none"> The learner -tells why the league of Nations was formed 	<ul style="list-style-type: none"> The learner correctly uses these words e.g. 	Discussion	Listing the reasons why the First	Verbal Initiating new ideas	Chalk board illustration	Mk SST Bk.7 pg	

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					-causes of the First World War -Reasons why the first world war failed -Organisation that was formed to end the first World war.	-identifies the reasons why the first world war failed	*war *Nazis *Nations	Explan	World War failed	Taking a decision Respect		140-142	
	3 & 4			SECOND WORLD WAR	-The leader of Germany and when it started -Reasons why some African countries took part in the second World War -Effects of the second world war.	The learner; -Tells the reason why Uganda took part in the world war. -Tells the effects of the second world war.	The learner correctly uses the words e.g *Leader *world War *Nazis	Question and answer Explanation	Listing the effects of the second World War	Logical flow of ideas Logical reasoning Care	-do-	Mk SST Bk.7 pg 143-144	
	5 & 6			UNITED NATIONS ORGANISATIONS	-formation of UNO (Origin of UNO)] -Objectives of UNO -importance of UNO -Organs of the UNO	The learner; - tells the main reason for forming UNO -Identifies the year when UNO was formed. -Tells the objectives for forming UNO	The learner correctly uses the words e.g. *Human rights *dignity *agency *Technical assistance	- Discussion - Question and answer	Listing the organs of the UNO	Accuracy Innovativeness Making the best use of information you have Co-operation	Chalk board illustration	MK SST Bk.7 pg 144-145 and MK SST Standard for upper pg 126-127	
	7 & 8				-Agencies of the UNO e.g *IMF *FAO *UNESCO *ILO *WHO *UNHCR e.t.c -functions of each UNO agency	The learner; -Lists the agencies of UNO -States the functions of each UNO agency	The learner correctly uses the words e.g. *agency *refugees *needs *workers	Question and answer Explanation	Listing the UNO agencies	Logical flow of ideas. Innovativeness Analyzing statements Respect	-do-	Mk SST Bk.7 pg 146-147	
	9 & 10				Human rights as stated in the UNO charter e.g *No one shall be subjected to torture	The learner; -Identifies the human rights as stated in the UNO charter	The learner correctly uses the words e.g. *charter	- discussion	Listing the achievements of the UNO	Fluency Logical reasoning	Chalk board illustration	MK SST Bk.7 pg 150-	

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				*All human beings are born free and equal in dignity and rights. -Achievements of the UNO -Failures of the UNO	-Defines a charter -Tells the failures of the UNO	*dignity *Rights *Torture *Freedom *nationality	- Explanation		Responding to questions appropriately	151 and New Curriculum pg 342-343	
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